

Syllabus
in
EDUCATION

For
Four Year Under-Graduate Programme (FYUGP)

NEP-2020



Department of Education
Bodoland University
Kokrajhar-783370

**FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION,
BODOLAND UNIVERSITY**

PROGRAMME OUTCOMES

An undergraduate student of Education should be able to:

- PO1- Develop an understanding of major concepts and theoretical principles in education.
- PO2- Understand the significant relationship between education and society.
- PO3- Identify the different methods of psychology and its relationship in education.
- PO4- Understand with the concept of Educational Technology and its recent trends of Technology in education.
- PO5- Obtain Knowledge on the educational systems of other countries in the world.
- PO6- Understand the fundamentals of teaching, different approaches of instruction, style and basic models of teaching and learning.
- PO7- Acquire knowledge of test construction, standardization and methods of estimation, reliability and validity test of measurement and evaluation.
- PO8- Discuss the nature, significance and types and techniques of research in education.
- PO9-Orient with the concept of educational management, administration, planning, leadership, supervision and finance.
- PO10- Identify the different process of growth and development.
- PO11- Acquaint with the history of education in Ancient and Medieval India and its contemporary issues.
- PO12- Acquire knowledge on different statistical techniques and know how to apply statistics in research.
- PO13- Understand the concept, development and the professional growth and quality of teacher education.
- PO14- Gain knowledge about the significance of psychological practical in education.
- PO15- Understand the concept of Philosophy and Education and gain information regarding the different modern and western schools of philosophies.
- PO16- Identify the different types of learning disabilities, impairments of children and their preventions and educational programmes of children with special needs.
- PO17- Understand the concept of environment and environmental changes and its various environmental protection initiatives and to sensitize them to participate in it.
- PO18- Understand the life and educational philosophy of Indian and Western educational thoughts.
- PO19- Develop an understanding and attitude towards research in education.
- PO20- Gain knowledge of writing a research proposal and undertake a research project.

Structure of Syllabus for Four Years Under Graduate Programme (FYUGP) in Education
Bodoland University

SEMESTER-I								
1 st Year	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total
	C-101	EDNMAJ-101-4	Introduction to Education	4	4+0+0	70	30	100
	M-101	EDNMIN-101-4	Introduction to Education	4	4+0+0	70	30	100
	IDC-1	EDNIDC-101-3	Mental Health and Hygiene	3	3+0+0	50	-	50
	AEC-1	EDNAEC-101-2	Language/Regional Language	2	2+0+0	50	-	50
	SEC-1	EDNSEC-101-3	Communication Skill	3	2+0+1	50	-	50
	VAC-1	EDNVAC101-4	Yoga Education	4	4+0+0	70	30	100
			Total	20	19+0+1=20	360	90	450
*Major Students will have to choose Minor Paper from other Discipline								
SEMESTER-II								
	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total
	C-102	EDNMAJ-102-4	Psychological Foundations of Education	4	4+0+0	70	30	100
	M-102	EDNMIN-102-4	Psychological Foundations of Education	4	4+0+0	70	30	100
	IDC-2	EDNIDC-102-3	Value and Peace Education	3	3+0+0	50	-	50
	AEC-2	EDNAEC-102-2	Language/Regional Language	2	2+0+0	50	-	50

	SEC-2	EDNSEC-102-3	Personality Development and Interview technique	3	3+0+0	50	-	50	
	VAC-2	EDNVAC102-4	Understanding India	4	3+0+1	70	30	100	
			Total	20	18+0+2=20	360	90	450	
*Major Students will have to choose Minor Paper from other Discipline									
Exit with a Certificate (40 credits and Internship of 4 Credits)									
SEMESTER-III									
2 nd Year	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total	
	C-201	EDNMAJ-201-4	Development of Education in India	4	4+0+0	70	30	100	
	C-202	EDNMAJ-202-4	Philosophical and Sociological Foundations of Education	4	4+0+0	70	30	100	
	M-201	EDNMIN-201-4	Development of Education in India	4	4+0+0	70	30	100	
	IDC-3	EDNIDC-201-3	Environmental and Population Education	3	3+0+0	50	-	50	
	AEC-3	EDNAEC-201-2	Language/Regional Language	2	2+0+0	50	-	50	
	SEC-3	EDNSEC-201-3	Methods & Techniques of Teaching	3	3+0+0	50	-	50	
			Total	20	18+0+2=20	360	90	450	
	*Major Students will have to choose Minor Paper from other Discipline								
	SEMESTER-IV								
	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total	

	C-203	EDNMAJ-203-4	Educational Guidance and Counseling	4	4+0+0	70	30	100
	C-204	EDNMAJ-204-4	Educational Measurement and Evaluation	4	4+0+0	70	30	100
	C-205	EDNMAJ-205-4	Educational Technology	4	4+0+0	70	30	100
	M-202	EDNMIN-202-4	Educational Guidance and Counseling	4	4+0+0	70	30	100
	AEC-4	EDNAEC-202-2	Language/Regional Language	2	2+0+0	50	-	50
	Internship	EDNINT-201-2	Internship	2	0+0+2	50	-	50
			Total	20	18+0+2=20	380	120	500
	*Major Students will have to choose Minor Paper from other Discipline							
	Exit with a Diploma (80 Credits and Internship of 4 Credits)							
3 rd Year	SEMESTER-V							
	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total
	C-301	EDNMAJ-301-4	Teacher Education	4	4+0+0	70	30	100
	C-302	EDNMAJ-302-4	Educational Management and Administration	4	4+0+0	70	30	100
	C-303	EDNMAJ-303-4	Educational Statistics	4	4+0+0	70	30	100
	C-304	EDNMAJ-304-4	Abnormal Psychology	4	4+0+0	70	30	100
	M-301	EDNMIN-301-4	Teacher Education	4	4+0+0	70	30	100
			Total	20	19+0+1=20	350	150	500
	*Major Students will have to choose Minor Paper from other Discipline							

SEMESTER-VI								
Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total	
C-305	EDNMAJ-305-4	Contemporary Issues in Indian Education	4	4+0+0	70	30	100	
C-306	EDNMAJ-306-4	Developmental Psychology	4	4+0+0	70	30	100	
C-307	EDNMAJ-307-4	Psychological Practical	4	0+0+4	70	30	100	
C-308	EDNMAJ-308-4	Special Education	4	4+0+0	70	30	100	
M-302	EDNMIN-302-4	Contemporary Issues in Indian Education	4	4+0+0	70	30	100	
		Total	20	16+0+4=20	350	150	500	
*Major Students will have to choose Minor Paper from other Discipline								
Exit with a Bachelor Degree in Education (120 Credits)								
SEMESTER-VII								
4 th Year	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total
	C-401	EDNMAJ-401-4	Educational Thought and Practice	4	4+0+0	70	30	100
	C-402	EDNMAJ-402-4	Human Right Education	4	4+0+0	70	30	100
	C-403	EDNMAJ-403-4	Child Psychology	4	4+0+0	70	30	100
	C-404 /	EDNMAJ-404-4 /	Distance and Continuing Education /	4	4+0+0	70	30	100

REM-404	EDNREM-404-4	Research Methodology	4	4+0+0	70	30	100
M-401	EDNMIN-401-4	Educational Thought and Practice	4	4+0+0	70	30	100
		Total	20	20+0+0	350	150	500
*Major Students will have to choose Minor Paper from other Discipline							
SEMESTER- VIII							
Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total
C-405	EDNMAJ-405-4	Higher Education in India	4	4+0+0	70	30	100
M-402	EDNMIN-402-4	Special Education	4	4+0+0	70	30	100
REP-401/	EDNREP-401-12/	Dissertation/ 3 ADL Courses of 4 credits each in lieu of Dissertation	12	0+0+12	270	30	300
ADL-401	EDNADL-401-4	Education and Women Empowerment	4	4+0+0	70	30	100
ADL-402	EDNADL-402-4	Rural Education in India	4	4+0+0	70	30	100
ADL-403	EDNADL-403-4	Comparative Education	4	4+0+0	70	30	100
		Total	20	8+0+12=20	410	90	500
*Major Students will have to choose Minor Paper from other Discipline							
Exit with Degree in Honours and Research (160 Credits)							

1st Semester

Paper Title: INTRODUCTION TO EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-101-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:-

- To develop an understanding of the meaning, aims, objectives and functions of Education.
- To acquaint with the school and its functions and relationship with society.
- To develop knowledge about various types of curriculum, correlation of studies and forms of discipline.

Course Learning outcomes:-

After completion of this course the learner will be able to:-

- Discuss the basic aims of education and its fundamental concept.
- Apply knowledge of foundational concept and theories to real world educational scenarios.
- Develop critical thinking skills to evaluate educational policies, practices and research.

Course Contents

Unit-I: Concept of Education

Lectures= 15

1. Meaning, nature and scope of education.
2. Formal, Informal, Non-formal education and their agencies.
3. Objectives of Education- Learning to know, learning to do, learning to live together, learning to be.
4. Function of Education towards individual, society and in national life.
5. School and its functions, Relationship between school and society.

Unit-II: Aims of Education

Lectures= 15

1. Meaning and importance of Aims.
2. Types of Aims:
 - a. Social and Individual aims.
 - b. Vocational and liberal aim.
 - c. Democratic aim of education.
 - d. Moral and complete living as an aim of Education.

Unit-III: Curriculum

Lectures= 15

1. Concept and nature of curriculum.
2. Importance of Curriculum.

3. Types of Curriculum- Child-Centered Curriculum, Skill based Curriculum and Problem-Centered Curriculum.
4. Principles of curriculum construction.
5. Co-curricular activities-Meaning, Types and importance.

Unit-IV: Freedom and discipline

Lectures= 15

1. Concept of freedom and discipline.
2. Types of discipline.
3. Discipline and order.
4. Interrelation between discipline, liberty and democracy.
5. Importance of discipline in social life.

Suggested Readings:

1. Das, P&Goswami.Theories and principles of Education.
2. Agarwal J.C.(2010).Theory and principles of Education.Delhi.Vikash Publishing house pvt Ltd.
3. Baruah, J.(2006). Adhyayan. Guwahati. Lawyer's Book stall.
4. Safaya R N.& Shaida B.D.(2010). Modern Theory and Practice of Education.New Delhi.
5. Goswami, Dulumoni (2020). Principles of Education, LBS publication, Guwahati.

1st Semester

Paper Title: INTRODUCTION TO EDUCATION

(MINOR COURSE) Paper Code: EDNMIN-101-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:-

- To develop an understanding of the meaning, aims, objectives and functions of education.
- To acquaint with the school and its functions and relationship with society.
- To develop knowledge about various types of curriculum, correlation of studies and forms of discipline.

Course Learning outcomes:-

After completion of this course the learner will be able to:-

- Describe the basic aims of education and its fundamental concept.
- Apply knowledge of foundational concept and theories to real world educational scenarios.
- Develop critical thinking skills to evaluate educational policies, practices and research.

Course Contents

Unit-I: Concept of Education

Lectures= 15

1. Meaning, nature and scope of education.
2. Formal, Informal, Non-formal education and their agencies.
3. Objectives of Education- Learning to know, learning to do, learning to live together, learning to be.
4. Function of Education towards individual, society and in national life.
5. School and its functions, Relationship between school and society.

Unit-II: Aims of Education

Lectures= 15

1. Meaning and importance of Aims.
2. Types of Aims:
 - a. Social vs Individual aims.
 - b. Vocational and liberal aim.
 - c. Democratic aim of education.
 - d. Moral and complete living as an aim of Education.

Unit-III: Curriculum

Lectures= 20

1. Concept and nature of curriculum.
2. Importance of Curriculum.
3. Types of Curriculum.
4. Principles of curriculum construction.
5. Correlation of studies-Meaning, types and importance.
6. Co-curricular activities-Meaning, Types and importance.

Unit-IV: Education for National Integration and International Understanding

Lectures= 10

1. Meaning and importance.
2. Role of education in development of National integration and international understanding.
3. Globalization and its impact in developing international cooperation.

Suggested Readings:

1. Das, P&Goswami.Theories and principles of Education.
2. Agarwal J.C.(2010).Theory and principles of Education.Delhi.Vikash Publishing house pvt Ltd.
3. Baruah, J.(2006). Adhyayan. Guwahati. Lawyer's Book stall.
4. Safaya R N.& Shaida B.D.(2010). Modern Theory and Practice of Education.New Delhi.
5. Goswami, Dulumoni (2020). Principles of Education, LBS publication, Guwahati.

1st Semester

**Paper Title: MENTAL HEALTH AND HYGIENE
(INTERDISCIPLINARY COURSE) Paper Code: EDNIDC-101-3
PAPER CREDIT: 03 (3T)**

Total No. of Lectures=45 L

Total Marks= 50 (T50)

All the Units carry equal Marks

Course objectives:

- To acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- To understand the concept and importance of mental hygiene and its relationship with mental health.
- To acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- To enable the students to know about importance of yoga and meditation in modern life

Course Learning outcome:

After completion of this course the learner will be able to:

- Describe the resources available to support mental health, such as counselling services, support groups etc.
- Communicate more effectively with others about their mental health needs and how to support others who may be struggling with mental health issues.

Course Contents

Unit I: Fundamentals of Mental Health

Lectures= 15

1. Mental Health – Meaning and Definitions.
2. Scope of Mental Health.
3. Need and importance of Mental Health.
4. Factors affecting Mental Health.
5. Characteristics of a mentally healthy person.

Unit-II: Mental Hygiene

Lectures= 15

1. Mental Hygiene – Meaning and Definitions.
2. Goals of Mental Hygiene.
3. Functions of Mental Hygiene.
4. Need and importance of Mental hygiene.
5. Relationship between Mental health and hygiene.

Unit-III: Mental Health and Yoga

Lectures= 15

1. Concept of Yoga.
2. Importance of Yoga for Physical and Mental Health.
3. Role of Yoga for Personality Development.
4. Role of Yoga for Management of Stress.
5. Principles of Yoga for Healthy Living.
6. Pranayama and Meditation for Promoting Mental Health.

Suggested Readings:

1. Crow, L.D. and Crow, A (1951).Mental Health and Hygiene. New Delhi.
2. Gururani,G.D. Textbook of mental health and hygiene, Akansha publishing house,New Delhi
3. DR Ananda Balayogi Bhavanani.Health and wellbeing Ayogic perspective. Ministry of Ayush yogacharya International centre for yoga education and research.

1st Semester

Paper Title: COMMUNICATION SKILLS

(SKILL ENHANCEMENT COURSE) Paper Code: EDNSEC-101-3

PAPER CREDIT: 03(2T+1P)

Total No. of Lectures: 45 =30+15 (L+P)

Total Marks= 50 (T30+P20)

All the Units carry equal Marks

Course objectives:

- To understand the different aspects of communication using the four macro skills (listening, speaking, reading, writing)
- To apply verbal and non-verbal communication techniques in the professional Environment.

Course Learning Outcomes:

After completion of this course the learner will be able to:

- Express their thoughts, ideas and opinions clearly and effectively through spoken language.
- Use body language, facial expression and tone of voice to enhance their communication.
- Communicate effectively in diverse contexts.

Course Contents

Unit-I: Communication and Interaction

Lectures= 20

1. Meaning, nature and purpose of communication.
2. Types of communication-
 - a. Verbal Communication (Effective speaking technique, voice modulation, articulation, pronunciation, effective word choice).
 - b. Non-verbal Communication (Body language, gestures, eye contact, listening skills).
 - c. Tips for improving non-verbal communication.

Unit-II: Effective communication

Lectures= 10

1. Essentials of effective communication.
2. Communication techniques.
3. Barriers to communication.

Unit-III: Speaking skills (Practical)

Lectures= 15

1. Importance of Spoken English.
2. Paper presentation skills.

3. Preparing for and facing a job interview.

Guidelines:

- Student shall prepare a write-up based on topic selected for speech.
- The students will be trained on public speaking.
- Teachers will give demonstrations on public speaking.
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact.
- Topic of speech will be selected by the students discussing with teachers.

Suggested Readings:

1. Ahuja, B.N and S.S Chopra (1989). Communication, New Delhi Surjeet publications
2. Devito, Joseph A. The interpersonal communication Book, 2005
3. Kumar Sanjay, (2015). Communication skills.
4. Keith Coleman. Effective communication skill.

1st Semester

Paper Title: YOGA EDUCATION

(VALUE ADDED COURSE) Paper Code: EDNVAC-101-4

PAPER CREDIT: 04(3T+1P)

Total No. of Lectures: 60= 45+15(L+P)

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To provide students with a comprehensive understanding of the philosophy and history of yoga.
- To gain knowledge about yoga sutra of Patanjali exploring the evolution of yoga over time.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Explore the principles of yogic lifestyles, which may include ethical guidelines, mindfulness and holistic well-being practices.
- Develop practical skills in various yoga techniques such as Asanas (postures), Pranayama (breathing exercise) meditation and relaxation technique.

Course Contents

UNIT-1: Introduction to fundamentals of yoga

Lectures= 10

1. Meaning, Definition and origin.
2. Types of Yoga- Patanjali Yoga and Karma Yoga.
3. Misconceptions related with Yoga.
4. Role of Yoga in the development of spiritual life.

UNIT-2: Historical background of yoga Education

Lectures= 10

1. Yoga as reflected in Bhagawat Gita.
2. Yoga philosophy and yoga Education.
3. Yoga for peace.

UNIT-3: Yoga and health

Lectures=20

1. Concept of health and health related problems.
2. Need of yoga for good health.
3. Yogic Concept of healthy lifestyle.
4. Yoga for stress management.

UNIT -4: Asana and Pranayama (practical)

Lectures+ Practical=5+15

1. Different types of Asana Suryanamaskar and Padmasana.
2. Concept and importance of pranayama.
3. Types of pranayama (According to Patanjali).
4. Different techniques of Meditation.

Suggested Readings:

1. B.K.S Iyengar. Lights on yoga
2. Nischala Devi .The secret power of yoga
3. Donna Farhi. Yoga mind body and spirit

2nd Semester

Paper Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-102-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the relation between education and psychology.

- To understand methods and the need of educational psychology in teaching learning process.
- To understand the learning process and role of motivation.
- To understand the concept of memory, forgetting, attention and Interest.
- To acquaint the students with the concept of personality, type and its measurement techniques, trait and the adjustment mechanism.
- To understand the concept of intelligence, its nature and different theories.

Course Learning Outcomes:

After completion of this course the learner will be able to:

- Understand the psychological principles.
- Apply methods of psychology in teaching-learning process.
- Learn the importance of educational psychology in teaching-learning process.

Course Contents

Unit-I: Psychology and Education

Lectures=15

1. Meaning, definitions, nature and scope of psychology.
2. Relation between education and psychology.
3. Methods of psychology- Introspection, Observation, experimentation, Case-study method.
4. Importance of educational psychology in teaching- learning process

Unit-II: Learning and Motivation

Lectures=15

1. Learning- Meaning and nature.
2. Theories of learning- Connectionism, Conditioning- Classical conditioning and operant conditioning, Gestalt theory.
3. Methods of learning.
4. Laws of learning and its educational implications.
5. Efficiency in learning.
6. Motivation and learning, its need and techniques for motivation.

Unit-III: Intelligence and Creativity

Lectures=15

1. Intelligence- Meaning and nature.
2. Theories of Intelligence- Two-factor theory, Multi-factor and Group-factor theory.
3. Creativity- Concept and characteristics.
4. Creativity and Innovation.
5. Role of teacher in developing creativity among students.

Unit-IV: Personality

Lectures=15

1. Meaning and nature.
2. Types of personality- Carl Jung, Kretschmer and Seldon.
3. Methods of measuring personality - Projective.
4. Psycho-Analytic Theory of Freud.
5. Personality adjustment- meaning and adjustment.

Suggested Readings:

1. Skinner, Charles.E(2012). Educational Psychology. New Delhi: Prentice Hall.
2. Chauhan, S S (1996) .Advance Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Mangal, S K (2009). Advance Educational Psychology. New Delhi: PHI Learning Private Ltd.
4. Crow & Crow (1962). Educational Psychology. New Delhi Prentice Hall.
5. Kuppaswamy,B(2013). Advance Educational Psychology. New Delhi: Sterling Publishers Private Limited.
6. Chaube, S P. Educational Psychology.

2nd Semester

Paper Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

(MINOR COURSE) Paper Code: EDNMIN-102-4

PAPER CREDIT:04(4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the relation between education and psychology.
- To gain knowledge about methods and needs of educational psychology in teaching learning process.
- To understand the learning process and role of motivation.
- To understand the concept of memory, forgetting, attention and Interest.
- To acquaint the students with the concept of personality, type and its measurement techniques, trait and the adjustment mechanism.
- To understand the concept of intelligence, its nature and different theories.

Course Learning Outcomes:

- After completion of this course the learner will be able to:
- Understand the psychological principles.
- Learn the importance of educational psychology in teaching-learning process.
- Apply methods of psychology in teaching-learning process.

Course Contents

Unit-I: Psychology and Education

Lectures=15

1. Meaning, definitions, nature and scope of psychology.
2. Relation between education and psychology.

3. Methods of psychology- Introspection, Observation, experimentation, Case-study method.
4. Importance of educational psychology in teaching- learning process.

Unit-II: Learning and Motivation

Lectures=15

1. Learning- Meaning and nature.
2. Theories of learning- Connectionism, Conditioning- Classical conditioning and operant conditioning, Gestalt theory.
3. Methods of learning.
4. Laws of learning.
5. Efficiency in learning.
6. Motivation and learning, its need and techniques for motivation.

Unit-III: Memory, Attention and Interest

Lectures=15

1. Memory- Meaning, nature and types.
2. Signs of good memory.
3. Economic methods of memorization.
4. Forgetting and its causes.
5. Attention- its concept, characteristics, types and determinants.
6. Interest- meaning, relation between Attention and Interest.
7. Educational implication of attention and interest.

Unit-IV: Personality

Lectures=15

1. Meaning, nature and types.
2. Measurement of personality its methods- objectives and projective.
3. Personality trait and its theories.
4. Personality adjustment- its meaning and types of adjustment.

Suggested Readings:

1. Skinner, Charles.E(2012). Educational Psychology. New Delhi: Prentice Hall.
2. Chauhan, S S (1996). Advance Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Mangal, S K (2009). Advance Educational Psychology. New Delhi: PHI Learning Private Ltd.
4. Crow & Crow (1962). Educational Psychology. New Delhi Prentice Hall.
5. Kuppuswamy, B (2013). Advance Educational Psychology. New Delhi: Sterling Publishers Private Limited.
6. Private Limited.
7. Chaube, S P. Educational Psychology.

Paper Title: VALUE AND PEACE EDUCATION
(INTERDISCIPLINARY COURSE) Paper Code: EDNIDC-102-3

PAPER CREDIT: 03 (3T)

Total No. of Lectures= 45 L Total Marks= 50 (T50)

All the Units carry equal Marks

Course Objectives:

- To understand the concept and meaning of value.
- To make aware about the role of educational institutions in building a value based society.
- To understand the meaning and concept of peace and its importance in human life.
- To understand the meaning and importance of peace education and its relevance at national and international level.

Course Learning Outcomes:

After completion of the course the learner will be able to:

- Identify the different issues in imparting peace education.
- Develop the strategies and skills in promoting peace education at institutional level.
- Identify the role of teacher and family in imparting value education.
- Discuss the impact of globalization on culture and values.

Course contents

Unit-I: Value Education

Lectures= 10

1. Concept, characteristics, objectives and Importance of value education.
2. Value education at different stages –
 - a. Primary
 - b. Secondary
 - c. Higher education
3. Role of teacher and family in imparting value education.

Unit-II: Value and Culture

Lectures= 15

1. Concept and characteristics of value.
2. Types of values
 - a. Core values.
 - b. Social values.
 - c. Moral values.
 - d. Religious and spiritual values.
 - e. Aesthetic values.
 - f. Personal values
3. Sources of values.
4. Importance of values in human life.
5. Impact of globalization on culture and values.

Unit-III: Peace Education

Lectures= 20

1. Concept, need, and characteristics of peace education.
2. Importance of peace in human life.
3. Teacher's role in promoting peace.
4. Curricular contents of peace education at different levels- Primary, Secondary, higher Education.
5. Strategies and skills in promoting peace education.
6. Relevance of peace education in national and international context.

Suggested Readings:

1. Agarwal.J.C.(2005). Education for Values, Environment and Human Rights. New Delhi: Shipra Publication.
2. Chakraborty, M.(1997). Value Education: Changing Perspective, New Delhi: Krishna Publisher Distribution.
3. Chitakra, M.G.(20007). Education and human Values, New Delhi APH publishing Corporation.
4. Mishra,L.(2009). Peace Education-Framework for teachers, New Delhi APH publishing Corporation.
5. Panda, P. K. (2017). Value Education. Guwahati: Nibedita Book Distribution.
6. Suryanarayana, N. V.S(2017). Education and human Value Guwahati: Nibedita Book Distribution.

2nd Semester

Paper Title: PERSONALITY DEVELOPMENT AND INTERVIEW TECHNIQUE

(SKILL ENHANCEMENT COURSE) Paper Code: EDNSEC-102-3

PAPER CREDIT: 03(3T)

Total No. of Lectures= 45 L

Total Marks= 50 (T50)

All the Units carry equal Marks

Course objectives:

- To understand the basic of personality and its determinants.
- To acquaint students with factors associated to personality development.
- To understand the importance of Soft skills for development of personality.
- To acquaint students with interviewing techniques.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Overcome problems faced in socialization, interpersonal relationship, in communication with other people.
- Develop an understanding of self, introspection, self-realization and change in personality of students.
- Face an interview of career enhancement as well as of job sectors.
- Build confidence, decision making, time management, critical thinking, and stress management.

UNIT-I: Personality and Self Esteem

Lectures= 20

1. Personality: Meaning, definitions, determinants of personality development.
2. Key factors associated to personality development: Introspection, self-assessment, Self - Appraisal, Self- Development, Home environment, Peers and Friends, Spiritual education.
3. Personality Traits: Meaning, concept, characteristics.
4. Self Esteem: Positive Self Esteems. Lateral thinking, Dos and Don'ts, Effective Behaviour, Attitude-positive and negative and their advantages and disadvantages.
5. Personality Building: Character building, Emotional intelligence.
6. Ethics and Manner: Social and Group Ethics, Good manner, Etiquettes, Effective speech, Better listener.

UNIT-II: Soft Skills for Personality Development

Lectures= 10

1. Personal management skills: Communication skills, Problem solving skills, Decision making skills, Time management skills, Stress management skills.
2. Leadership Skills: Meaning and Qualities of successful leader, Team works, Works Ethics.
3. Skills of organization and management: Resource management, Work Management, Group organization, Interpersonal relationship and their importance in personality development.

UNIT-III: Interviewing Techniques

Lectures= 15

1. Planning and preparation- Writing Bio-data, collection of Information and preparation in relation to purpose of interview.
2. Techniques of facing interview: Personal Grooming, rapport and politeness.
3. Communication Skills: Verbal and non-verbal communication.
4. Managing the interview: Time management, Self-confidence, Active listening, Honesty, Technique of answering, Expressing gratitude for giving opportunity to interview.

Suggested Readings:

1. Narula, S.S. (2013). Personality Development & Communication Skills
2. Sharma, P. (2021). Soft Skills
3. Carnegie, D. and J. Berg (2016). Develop Self Confidence Improve Public Speaking
4. Tarkumbur L. (2019). Career Development And Interviewing Skill
5. Paul, D.S. (2017). Interview Skills

2nd Semester

Paper Title: UNDERSTANDING INDIA

(VALUE ADDED COURSE) Paper Code: EDNVAC-102-4

PAPER CREDIT: 04(4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To expose the students to India's culture and heritage.
- To provide knowledge about Science and Technology of India.
- To provide knowledge about making contemporary India.

Course Learning Outcomes:

After successful completion of this course the students will be able to:

- Describe the Ancient Indian Culture and Civilisation.
- Explain Indian Heritage from Indus Valley to Modern period.
- Differentiate between Science and Technology and its relation with economic development.

UNIT-I: Background of Indian Culture

Lectures= 10

1. Harappa Civilisation and Vedic Age.
2. Hinduism, Buddhism and Islam.

UNIT-II: Indian Heritage and its importance

Lectures= 10

1. Meaning and characteristics.
2. Need and importance of Indian Heritage.
3. Architecture and Sculpture of Indus Valley Town Planning, Mughal Architecture, Modern and contemporary Indian Architecture.

UNIT-III: Science and Technology of India

Lectures= 20

1. Development of Science and Technology in post- independence era.
2. Importance of Science and Technology in India.
3. Impact of Science and Technology to the society.
4. Technology and Economic development.

UNIT- IV: The making of contemporary India

Lectures= 20

1. The struggle for Independence (1885-1947).
2. Framing of the Indian Constitution.
3. Fundamental Rights and Duties.
4. Panchayati Raj in India with special reference to Assam.
5. India's Foreign Policy in 21st Century.

Suggested Readings:

1. L. Basham,(19197). A Cultural History of India, Oxford University Press
2. A. L. Basham, (1994).A Wonder that was India, Rupa, New Delhi
3. N. R. Ray, (1974).An Approach to Indian Art, Publication Bureau, Chandigarh
4. R.C. Majumdar (ed.), History and Culture of Indian People (Relevant Volumes and Chapters),
Bhartiya Vidya Bhawan, Bombay.
5. S. C. Ghosh,(1995). History of Education in Modern India, 1758-1986, Orient Longman,
Hyderabad
6. Tirthankar Ray,(2006). The Economic History of India 1857-1947, OUP
7. Vijay Joshi and I.M.D. Little, India's Economic Reforms, 1991-2001, OUP

3rd Semester

Paper Title: DEVELOPMENT OF EDUCATION IN INDIA

(MAJOR COURSE) Paper Code: EDNMAJ-201-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand the salient features of education in India during ancient and medieval times.
- To acquire knowledge about the development of education in British period.
- To understand different education commission and national policy of education in Independence India.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Understand the historical development of education in India, including the ancient, medieval, colonial, post-independence period and the factors that influenced its development.
- Describe the educational Activities of Missionaries with special reference in Assam.
- Discuss women's Education during Vedic, Buddhist and Islamic Period.

Unit- I: Education in Ancient and Medieval India

Lectures= 10

- Vedic, Buddhist & Islamic Education.-Aims, Objectives, Method of Teaching and Role of Teachers.
- Women's Education during Vedic, Buddhist and Islamic Period.

Unit II: Education in colonial India

Lectures= 20

1. Educational Activities of Missionaries with special reference in Assam.
 - a. Charter Act 1813
 - b. Macaulay's Minute 1835
 - c. Woods Despatch 1854
 - d. Hunter Commission 1882

Unit- III: Education in Post- independence India

Lectures= 20

1. University Education Commission (1948-49)-Aims and objectives, Teacher Education, vocational Education, Women Education.
2. Secondary Education Commission (1952-53)-Structure of education system, Aims and objectives, curriculum and evaluation system.
3. Indian Education Commission (1964-66)-structure of Education system, Aims and objectives, curriculum, Equality in Educational opportunity.

Unit-IV: National Policies on Education

Lectures= 10

1. National Policy on Education-1968.
2. National Policy on Education-1986 (National system of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya).
3. Revised National Policy on Education-1992.
4. National Education Policy 2020- Objectives, Structure and features.

Suggested Readings:

1. Aggarwal, J.C (1993). Landmarks in the History of Indian Education. Vikas publishing House.
2. S.S Ravi. A comprehensive study of Education.
3. S.P.Chaube &A .Chaube. Education in Ancient andMedieval India.
4. Utpal Kalita, Sonali Bora. Bharatbarshat sikshar Bikash Shantiprakashan
5. Baruah, Jatin, (2008). Bharatar Sikhhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.

3rd Semester

Paper Title: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-202-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To develop understand the meaning, aims, objectives and functions of education.
- To develop an understanding of the role of Philosophy and sociology in education.
- To develop understanding of major components in education and their interrelationship.
- To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Develop the reasoning and critical skills and ability to think logically.
- Compare how philosophy and education are related to each other.
- Discuss the sociological perspective of education.

UNIT-I: Philosophy and Education

Lectures= 15

1. Meaning nature and scope of philosophy.
2. Relation between education and philosophy.
3. Impact of philosophy on education.

UNIT-II: Major schools of Philosophy

Lectures= 15

1. Idealism –Meaning, principles and implications in education.
2. Naturalism- Meaning, principles and implications in education.
3. Pragmatism- Meaning, principles and implications in education.

UNIT-III: Education and Sociology

Lectures= 15

1. Nature and scope of Educational sociology.
2. Need for sociological approach in Education.
3. Education as a socialization process.
4. Education as an instrument of social change.

UNIT-IV: Education and social groups

Lectures= 15

1. Social groups in Indian context.
2. Characteristics and classification.
3. Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population.

Suggested Readings:

1. Bhatia, K. and Bhatia,B. The philosophical and sociological foundation
2. Elias,J.L., Marriam,S.B. Philosophical foundation of Adult Education, Second Edition.
3. Pathak, R. P. Philosophical and Sociological foundation of Education, Kanishka Publishers
4. Sing, Y. K. Sociological Foundation of Education. APH Publishing

3rd Semester

Paper Title: DEVELOPMENT OF EDUCATION IN INDIA

(MINOR COURSE) Paper Code: EDNMIN-201-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand the salient features of education in India during ancient and medieval times.
- To acquire knowledge about the development of education in British period.
- To understand different education commission and national policy of education in Independence India.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Understand the historical development of education in India, including the ancient, medieval, colonial, post-independence period and the factors that influenced its development.

Unit- I: Education in Ancient and Medieval India

Lectures= 15

- Vedic, Brahmanic, Buddhist & Islamic Education.-Aims, Objectives, Method of Teaching and Role of Teachers.
- Women's Education during Vedic and Buddhist, Islamic Period.

Unit II: Education in colonial India

Lectures= 15

1. Educational Activities of Missionaries with special reference in Assam.
 - a. Charter Act 1813
 - b. Macaulay's Minute 1835
 - c. Woods Despatch 1854
 - d. Hunter Commission 1882

Unit- III: Education in Post- independence India

Lectures= 15

1. University Education Commission (1948-49)-Aims and objectives, Teacher Education, vocational Education, Women Education.
2. Secondary Education Commission (1952-53)-Structure of education system, Aims and objectives, curriculum and evaluation system.
3. Indian Education Commission (1964-66)-structure of Education system, Aims and objectives, curriculum, Equality in Educational opportunity.

Unit-IV: National Policies on Education

Lectures= 15

1. National Policy on Education-1968.
2. National Policy on Education-1986 (National system of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya).
3. Revised National Policy on Education-1992.
4. National Education Policy 2020 (Introduction, Quality universities and colleges).

Suggested Readings:

1. Aggarwal, J.C (1993). Landmarks in the History of Indian Education. Vikas publishing House.
2. S.S Ravi. A comprehensive study of Education.
3. S.P.Chaube & A .Chaube. Education in Ancient and Medieval India.
4. Utpal Kalita & Sonali Bora. Bharatbarshat sikshar Bikash Shantiprakashan
5. Baruah, Jatin, (2008). Bharatar Sikhhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.

3rd Semester

Paper Title: ENVIRONMENTAL AND POPULATION EDUCATION

(INTERDISCIPLINARY COURSE) Paper Code: EDNIDC-201-3

PAPER CREDIT: 03 (3T)

Total No. of Lectures= 45 L

Total Marks= 50 (T50)

All the Units carry equal Marks

Course objectives:

- To understand the meaning, objectives and importance of environmental education.
- To understand the components of environment and causes and effects of degradation and sustainable development.
- To acquaint students to understand relationship between human and environment.
- To know about population growth and its adverse effects.
- To realize the importance of population education.

Course Learning outcomes:

After completion of this course, learners will be able to-

- Gain command over the environmental components and present emerging problems of environment and develop critical thinking among students.
- Focus on environmental degradation and analyse the real world problems.
- Develop a power of narrative to create sustainable solutions for local and global communities.
- Acquire a responsible environmental behavior and participate in protection of environment, population control, maintain quality health and education.

- Understand on population growth and problems related to population explosion.

Unit-I: Environment

Lectures= 15

1. Meaning, concept and definitions of environment.
2. Components of environment: Biotic, Abiotic, Atmosphere, Hydrosphere, Lithosphere, Eco-system and their importance on human life.
3. Natural resources: Forest, Water, Mineral, Land, Food, and Energy resource.
4. Environmental issues: Deforestation, Soil Erosion, Flood, Landslides, Drought, Pollution, Global Warming, Green House Effect, Ozone layer Depletion, Acid Rain.
5. Environmental degradation- its consequences and sustainable development.

Unit-II: Population education

Lectures= 15

1. Meaning, concept, objectives, Scope and importance of population education.
2. Causes and consequences of alarming population growth in India.
3. Population Control Policies and Programs of Government of India.
4. Population Growth and its impact on- Socio-Economic development, Health and Nutrition, Education, Natural resources and Environment.

Unit-III: Environmental education and Population Education in School

Lectures= 15

1. Meaning, scope, objectives, importance and development of environmental education.
2. Environmental Awareness: Role of individual, educational institutions, NGOs in environmental protection.
3. Population education in different levels- Primary, Secondary, Higher education.
4. Population awareness- role of School, teachers, women organizations, and religious institutions.

Suggested Readings:

1. Goswami, M. K. (2013). Environmental and Population education.
2. Sharma, R.A. Environmental Education, Meerut - Surya Publication.
3. Mahapatra, D. Environmental Education. Kalyani Publishers.
4. Rao, D. G. Population Education. Sterling Publishers.
5. Kuppaswami B. Population Education. Asian Publishing House.
6. Baldev, K. P. Population Crisis in India. National Publication.

3rd Semester

Paper Title: METHODS AND TECHNIQUES OF TEACHING

(SKILL ENHANCEMENT COURSE) Paper Code: EDNSEC-201-3

PAPER CREDIT: 03 (3T)

Total No. of Lectures= 45 L

Total Marks= 50 (T50)

All the Units carry equal Marks

Course Objectives:

- To enable the students with the teaching and learning process, factors of learning and marks of good teaching.
- To develop and understanding of the principles of teaching, various devices and styles of teaching.
- To understand about teaching effectiveness and class room management.
- To acquaint with the lesson plan preparation.
- To develop a positive attitude towards the teaching profession.

Course learning outcomes:

After completion of this course, learners will be able to-

- Explain the meaning and nature of teaching.
- Discuss the principles of teaching and learning.
- Understand the importance of teaching aids in the class room.
- Explain the importance of planning lessons in teaching learning process.

UNIT- I: Teaching and learning process

Lectures= 15

1. Teaching-meaning and nature of teaching- Teaching as arts and science.
2. Marks of good teaching.
3. Relation between teaching and learning.
4. Factors affecting teaching learning process.
5. Principles of teaching.
6. Maxims of teaching.

UNIT- II: Methods of teaching

Lectures= 10

1. Significance of methods of teaching.
2. Characteristics of good method of teaching.
3. Effective teaching methods for class room: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming.

UNIT- III: Uses of teaching aids and Lesson Planning

Lectures= 20

1. Meaning and importance of teaching aids in classroom.
2. Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector.
3. Meaning and characteristics of a good lesson plan.
4. Herbartian steps of planning lesson.
5. Preparation of a lesson plan (on any subject).

Suggested Readings:

1. Kocchar.S.K. Methods and techniques of teaching, sterling publishers Pvt. Ltd
2. Bhatia & Bhatia. The principles and methods of teaching, Doaba House, Delhi
3. Singh, Amarjit. Classroom management, New Delhi, Kanishka Publishers.
4. Passi, B.K. Becoming Better Teacher, Micro Teaching Approach, Ahmedabad, Sahitya Mudranalaya.

4th Semester

Paper Title: EDUCATIONAL GUIDANCE AND COUNSELLING

(MAJOR COURSE) Paper Code: EDNMAJ-203-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the concept of guidance, educational guidance and counseling and its scope.
- To understand the importance of educational guidance and counselling.
- To understand the concept of tools and techniques of guidance.
- To understand the qualities of a good counsellor.
- To acquaint with the guidance programmes in educational institutions.

Course Learning Outcomes:

After completion of this course, learners will be able to-

- Understand the principles of guidance and its characteristics.
- Learn about different types of guidance.
- Understand the role of teacher and the head of the institutions in guidance and counselling.

UNIT-I: Introduction to Guidance

Lectures= 15

1. Meaning, Definition and Scope of Guidance.
2. Aims and Objectives of Guidance.
3. Need of Guidance.
4. Principles of Guidance.
5. Types of Guidance- Personal guidance & Social guidance, Educational guidance, Vocational guidance, Health guidance, Individual and Group Guidance.

UNIT-II: Educational Guidance

Lectures= 15

1. Meaning, Definition, Nature and Scope.
2. Characteristics of Educational Guidance.

3. Importance of Educational Guidance.
4. Guidance at various level: Guidance at Pre-school education, Guidance at Elementary level ,Guidance at Secondary level of education , Guidance at Higher level of education .
5. Importance of good guidance programme.

UNIT –III: Techniques of Guidance and Guidance programme

Lectures= 15

1. Basic concept of tools and techniques of Guidance.
2. Types of Guidance techniques.
3. Organization of guidance services.
4. Guidance and counselling cells and its need in educational institutions.
5. Role of the Head of the institution and parents in Educational guidance and counseling.
6. Challenges and functions of guidance provider in educational institutions.

UNIT-IV: Counselling

Lectures= 15

1. Meaning and scope of Counselling.
2. Principles and Characteristics of counseling process.
3. Types of Counselling - Directive, Non-directive and Eclectic Counselling.
4. Qualities and role of a counselor in counseling process of all levels of education.
5. Basic tools of counseling services- Psychological test, Observation, Interview.
6. Challenges and issues of educational guidance and counseling.

Suggested Readings:

1. Agarwal, Rashmi (2010).Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989). Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
4. Kochhar,S.K. (2010). Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
5. Bhatnagar, A and Gupta, N.(1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House. 5.
7. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

4th Semester

Paper Title: EDUCATIONAL MEASUREMENT AND EVALUATION

(MAJOR COURSE) Paper Code: EDNMAJ-204-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To help the students to acquire knowledge of measurement and evaluation in education.
- To develop an understanding of different types of educational tests and their uses.

Course Learning outcomes:-

After completion of this course, learners will be able to-

- Understand the role of assessment in the instructional process including the proper evaluation of assessments and standardized tests.
- Measure pupils' achievement and motivate pupils' learning along with intelligence quotient.

UNIT-I: Measurement and Evaluation in Education

Lectures= 15

1. Meaning and concept of measurement, Scope of measurement, Types-Physical measurement and mental measurement, Functions of measurement, Scales of measurement.
2. Evaluation-Its meaning and concept, Principles of Evaluation.
3. Relationship and difference between Measurement and Evaluation.
4. Purpose of Educational Evaluation.
5. Basic assumptions in educational measurement and Evaluation.

UNIT-II: Test construction and standardisation

Lectures= 15

1. Procedure of test construction and standardisation.
2. Difference between Teacher made test and standardised test.
3. Item analysis.
4. Characteristics and criteria of a good test -Reliability, Validity, Objectivity and Norms and their methods of determination.

UNIT-III: Personality and Intelligence Test

Lectures= 20

1. Its meaning and nature.
2. Types of Personality measurement- Subjective technique (Questionnaire, Interview) Objective Technique (Rating Scale, Observation), Projective Technique (Rorschach Ink Blot Test, TAT, Word Association Test).
3. Intelligence Test-Meaning and nature.
4. Individual and Group test of Intelligence- Binet Test, Army Alpha and Army Beta Test.
5. Uses of Intelligence Test.

UNIT-IV: Educational Achievement Test

Lectures= 10

1. Meaning and Uses of Educational Achievement Test.

2. Classification of Achievement Test.
3. Construction of Educational Achievement Test.

Suggested Readings:

1. Bhatia, K K.(1994) . Measurement & Evaluation in Education. Prakash Brothers,Ludhiana
2. Asthana Bipin & Agarwal R N (1991). Measurement & Evaluation in Psychology & Education Vinod Pustak mandir,Agra-2
3. Goswami, Marami. Measurement and Evaluation in Psychology and Education.Guwahati
4. Sarma,Mukul, (1990). Prarambhik Parixankhya bijnan aru Saikhik ParimapawnChandra Prakashan,Guwahati.
5. Sarma& Kalita, (2016). Sikshat Parimapan, mulyan aru Parisankhya BignanShanti Prakashan, Guwahati.

4th Semester

Paper Title: EDUCATIONAL TECHNOLOGY

(MAJOR COURSE) Paper Code: EDNMAJ-205-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable the students to understand the concept scope and objectives of Educational Technology.
- To acquaint the students about teaching technology, behavioural technology and instructional technology.
- To make the students understand about communication, process, teaching aids , system approach and use of computer and internet in educational technology.
- To acquaint the students with innovations in Education through Educational Technology Team Teaching E- learning and E-library.

Course Learning outcomes:-

After completion of this course, learners will be able to-

- Discuss the content and Assumption of instructional technology.
- Explain the characteristics of instructional technology.
- Differentiate between educational Technology and Instructional technology
- Highlight the uses of Computer in education.
- Identify the advantages and disadvantages of computer Assisted Instruction.
- Explain types of classroom communication, verbal, non –verbal.
- State the barriers of effective communication in the classroom.

UNIT- I: Concept of Educational Technology

Lectures= 15

1. Meaning, nature and scope of Educational Technology.
2. Objectives of educational technology at macro level.
3. Importance and needs of educational technology.
4. Types of educational technology.

UNIT –II: Teaching Technology and Communication

Lectures= 15

1. Meaning and nature of teaching technology.
2. Operation of teaching phases - pre -active, interactive and post active phases.
3. Communication - Meaning and definition.
4. Types of classroom communication - verbal, non –verbal.
5. Barriers of effective communication in the classroom.

UNIT - III: Behavioural Technology

Lectures= 15

1. Behavioural technology - meaning and nature.
2. Micro teaching - meaning and objectives.
3. Different phases of micro teaching.
4. Merits and demerits of micro teaching.

UNIT –IV: Instructional Technology and Computer

Lectures= 15

1. Instructional Technology - meaning and nature.
2. Meaning and Principles of Programmed Instruction.
3. Uses of Computer in education.
4. Advantages and Disadvantages of computer Assisted Instruction.
5. Internet and education.

Suggested Readings:

1. Rawat S.C. Essentials of Educational Technology, R Lall Book Depot.
2. Usha Rao (2003). Educational Technology, Himalaya Publishing House, Mumbai.
3. Goswami M.K. Educational Technology.
4. Sarma A.R. Educational technology Atlantic Publishers and distributions, New Delhi.
5. Das R.C. Educational technology. Sterling Publishers Pvt. New Delhi.

4th Semester

Paper Title: EDUCATIONAL GUIDANCE AND COUNSELLING

(MINOR COURSE) Paper Code: EDNMIN-202-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the concept of guidance, educational guidance and counseling and its scope.
- To understand the importance of educational guidance and counselling.
- To understand the concept of tools and techniques of guidance.
- To understand the qualities of a good counsellor.
- To acquaint with the guidance programmes in educational institutions.

Course Learning Outcomes:

After completion of this course, learners will be able to-

- Understand the principles of guidance and its characteristics.
- Learn about different types of guidance.
- Understand the role of teacher and the head of the institutions in guidance and counselling.

UNIT-I: Introduction to Guidance**Lectures= 10**

1. Meaning, Definition and Scope of Guidance.
2. Aims and Objectives of Guidance.
3. Need of Guidance.
4. Principles of Guidance.
5. Types of Guidance- Personal guidance & Social guidance, Educational guidance, Vocational guidance, Health guidance, Individual and Group Guidance.

UNIT-II: Educational Guidance**Lectures= 15**

1. Meaning, Definition, Nature and Scope.
2. Characteristics of Educational Guidance.
3. Importance of Educational Guidance.
4. Guidance at various level: Guidance at Pre-school education , Guidance at Elementary level, Guidance at Secondary level of education , Guidance at Higher level of education .
5. Importance of good guidance programme.

UNIT –III: Techniques of Guidance and Guidance programme**Lectures= 15**

1. Basic concept of tools and techniques of Guidance.
2. Types of Guidance techniques.
3. Organization of guidance services.
4. Guidance and counselling cells and its need in educational institutions.
5. Follow-up Services.
6. Role of the Head of the institution and parents in Educational guidance and counseling.
7. Challenges and functions of guidance provider in educational institutions.

UNIT-IV: Counselling**Lectures= 20**

1. Meaning and scope of Counselling.

2. Principles and Characteristics of counseling process.
3. Types of Counselling - Directive, Non-directive and Eclectic Counselling.
4. Relationship between Guidance, Counselling and Teaching.
5. Role of counselor in counseling process of all levels of education.
6. Qualities of a good counselor.
7. Basic tools of counseling services- Psychological test, Observation, Interview, Sociometry, Check list, Cumulative record card.
8. Challenges and issues of educational guidance and counseling.

Suggested Readings:

1. Agarwal, Rashmi (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989). Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
4. Kochhar, S.K. (2010). Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
5. Bhatnagar, A and Gupta, N, (1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House. 5.
7. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

4th Semester

Paper Title: INTERNSHIP

(INTERNSHIP COURSE) Paper Code: EDNINT-201-2

PAPER CREDIT: 02(2P)

Total No. of Lectures= 45 P

Total Marks= 50 (P50)

All the Units carry equal Marks

Course Objectives:

- Learn to apply the Technical knowledge in real industrial situations.
- Gain experience in writing Technical reports/projects.
- Expose students to the work responsibilities and ethics.
- Familiarize with various materials, processes, products and their applications along with relevant aspects of quality control.
- Promote academic, professional and personal development.
- Expose the students to future employers.

- Understand the social, economic and administrative considerations that influence the working environment of industrial organizations.
- Understand the psychology of the workers and their habits, attitudes and approach to problem solving.

Course Learning Outcomes:

After completion of this course, learners will be able to-

- Get an opportunity to get hired by the Industry/ organization.
- Gain practical experience in an organizational setting.
- Get an opportunity to see how the theoretical aspects learned in classes are integrated into the practical world.
- Get on-floor experience that provides much more professional experience which is often worth more than classroom teaching.
- Decide if the industry and the profession is the best career option to pursue.
- Learn new skills and supplement knowledge.
- Practice communication and teamwork skills.
- Learn strategies like time management, multi-tasking etc in an industrial setup.
- Meet new people and learn networking skills.
- Make a valuable addition to their resume.
- Gain knowledge about their candidacy for higher education.
- Create network and social circle and develop relationships with industry people.
- Evaluate the organization before committing to a full time position

INTERNSHIP GUIDELINES:

- Internship/apprenticeship can be carried out during Summer Term, mandatorily for student who exits after two semesters or four semesters of study in addition to the skill based courses.
- A summer term is for eight weeks/two months from 01June-31July. Summer term courses may be offered on a fast –track mode to enable students to complete arrears/special courses.
- The HEI can decide on the kind of courses to be offered in the summer term, based on the requirement and also based on the availability of teaching faculty.
- Students on joining Training at the concerned Industry /Organization, should submit the Joining Report/Letters / Email to the concerned department.
- Faculty Member(s) should evaluate the performance of students once/twice by visiting the Industry/Organization and Evaluation Report of the students should be submitted in department with the consent of Trainers.
- Students will submit training report after completion of internship.
- Training Certificate to be obtained from the concerned organisation.
- Attendance of students should be maintained.

5th Semester

Paper Title: TEACHER EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-301-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To acquaint the learner with the concept aims objectives, scope and development of teacher education in India.
- To provide knowledge about pre-service and in service teacher education, teacher education at different levels.
- To acquaint the learner with skilled based and competency based teacher education
- To develop understanding about professional ethics and accountability of teacher.

Course Learning Outcome:

After completion of this course, learners will be able to-

1. Understand the concept, scope, aims & objectives and significance of teacher education.
2. Acquire knowledge about different levels of teacher education.
3. Acquaint with skill based and competency based teacher education.
4. Develop understanding about professional ethics and accountability of teacher.

UNIT I: Historical Perspectives of Teacher Education in India

Lectures= 10

1. Teacher Education- Concept, aims and scope.
2. Objective of teacher education.
3. History and development of teacher education in India.

UNIT II: Pre-service and In-service Teacher Education

Lectures= 10

1. Concept, need and importance of Pre-service and in-service teacher education.
2. Problems of teacher education and its remedies.
3. Teacher education for different levels of education- Pre-primary, primary, secondary and higher.

UNIT III: Structure and Organisation for Teacher Education

Lectures= 20

1. District education for Education and Training (DIET).
2. State Council for Educational Research and Training (SCERT).
3. National Council for Teacher Education (NCTE).
4. National Council for Educational Research and Training (NCERT).
5. Central Institution of Educational Technology (CIET).
6. National University of Educational Planning and Administration (NUEPA).
7. Regional College of education in India and their functions.

UNIT IV: Teacher Education in India- Trends, Issues, Quality and Challenges

Lectures= 20

1. Skill and Competency based Teacher Education.
2. Interaction analysis- Flanders Interaction Analysis.
3. Simulated Social Skill Training (SSST).
4. Quality Assurance in Teacher Education and its challenges.
5. Role expectations of teachers in twenty first century.
6. Professional ethics and accountability of teachers.

Suggested Readings:

1. Bhargava, M. And Saikia, L.Rasul- Teacher in 21st century- challenges, Responsibilities, Credibility, Agra, Rakhi Prakashan.
2. Flanders, Ned, A-Analysis Teacher Behaviour, London, Wesly Publishing Company.
3. Gurry,P- Education and Training of Teachers, London Longmans, Green and Company.
4. J.C. Aggarwal- Teacher and Education in a Developing Society, Vikas Publishing House Pvt, Ltd, New Delhi.
5. Sharma, Sashi Prava- Teacher Education- Principles, Theories and Practices, New Delhi, Kanishka Publishers.

5th Semester

Paper Title: EDUCATIONAL PLANNING AND MANAGEMENT

(MAJOR COURSE) Paper Code: EDNMAJ-302-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable the students to understand the basic concepts of educational management.
- To enable the students to know about the various recourses in education.
- To provide knowledge on types, Principles and function of educational management.
- To provide knowledge of educational supervision, institutional planning, Administration as a process.
- To enable the students to know about the financial resources and financial management in education.

Course Learning Outcomes:

After completion of the course the students will be able to -

- Comprehend theoretical and practical aspects of Educational Management and Administration.
- Understand the importance of Supervision and qualities of good educational supervision.
- Apply various Principles and steps of Institutional Planning in future for quality management in Education.
- Understand the Financial resources and Management in Education.

UNIT - I: Educational Management

Lectures= 15

1. Educational management- Meaning, nature, Scope and objectives.
2. Principles of educational management.
3. Functions of Educational Management- Planning, Organizing, Directing, Supervising and Controlling.
4. Types of educational management-
 - a. Autocratic and Democratic
 - b. Participatory management
5. Class room Management – Principles and Techniques.

UNIT- II: Educational Supervision

Lectures= 15

1. Meaning, Nature, Scope and Objectives.
2. Principles of Supervision.
3. Importance of Supervision.
4. Factors influencing effectiveness of Supervision.
5. Qualities of a good educational supervision.
6. Problems of conducting educational Supervision.

UNIT - III: Institutional Planning

Lectures= 15

1. Institutional planning – Meaning, Nature and Scope of Institutional planning.

2. Institutional Planning for Infrastructural Development and Personnel Development.
3. Procedure of Institutional Planning.
4. Educational Planning- School time table and co-curricular activities.

UNIT - IV: Financing of Education and Recent Trends in Management

Lectures= 15

1. Concept of Educational Finance.
2. Sources of Educational Finance.
3. Budget- Concept and Components, Process of preparing Institutional Budget.
4. Recent Trends in Educational Management.
5. TQM (Total Quality Management).
6. SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

Suggested Readings:

1. Krishnamacharyulu, V. School Management and System of Education, Neelkamal Publication Pvt. Ltd. Hyderabad.
2. Sharma, R.A. Educational Administration and Management Meerut, Surya Publication.
3. Aggarwal, J.C. Educational Technology and Management, Agra, Vinod Pustak Mandir.
4. Bhattacharya, Shantanu. Educational Management – Theory and Practice. Guwahati, EBH Publishers.
5. Mathur and Mathur. School Organization and Management. Agra, Agrawal Publication.
6. Sharma, R.N., Educational Administration, Management and Organization. Delhi, Surjeet Publication.
7. Sarmah, Kumudeswar. Educational Management and Administration. Guwahati, Shanti Prakashan.
8. Ali, Dr Lokman. Educational Management and Administration. Guwahati, Ashok Publication.

5th Semester

Paper Title: EDUCATIONAL STATISTICS

(MAJOR COURSE) Paper Code: EDNMAJ-303-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable the students to understand the basic concept of statistics.
- To acquaint the students with different statistical procedures used in education.
- To develop the ability to represent educational data through graphs.

- To give detailed knowledge about descriptive statistics.
- To familiarize the students about the Normal Probability Curve and its application in education.

Course Learning Outcomes:

After completion of the course the students will be able to-

- Understand statistical principles and its uses.
- Develop the level of performances for knowledge, comprehension, application, analysis, synthesis and evaluation.

Unit-I: Basics of Educational Statistics

Lectures= 20

1. Meaning, Nature and scope educational Statistics.
2. Need of statistics in Education.
3. Measures of central tendency and their uses.
 - a. Mean (Long and short method) from grouped and ungrouped data, Combined Mean.
 - b. Median from grouped and ungrouped data.
 - c. Mode.
4. Measures of variability and their uses- Quartile deviation, Standard deviation (Long and Short method) from grouped and ungrouped data, Average Deviation, Combined SD.

Unit-II: Coefficient of correlation

Lectures= 15

1. Coefficient of correlation- Meaning and Types.
2. Rank-difference method and interpretation of result.
3. Product-moment method and interpretation of result.

Unit –III: Graphical presentations of data

Lectures= 10

1. Usefulness of Graphical presentation of data.
2. Basic principles of constructing a graph.
3. Different types of graph- Histogram, Frequency Polygon, Cumulative frequency percentage curve (Ogive), Smoothed graph.

Unit-IV: Measures of relative position and Normal Probability Curve

Lectures= 15

1. Calculation of Percentile Point.
2. Calculation of Percentile Rank.
3. Normal Probability curve- Its meaning, nature, Properties and uses.
4. Deviation from Normality: Skewness and Kurtosis—its types.
5. Application of Normal Probability Curve.

Suggested Readings:

1. Garret, H E(2014)-Statistics in Psychology and Education,Mumbai,Vakils,Feffer and Simons Ltd.

2. Binod k Sahu(1998)--- Statistics in psychology and Education,New Delhi, Kalyani Publishers
3. Mangal S K(2005)--- statistics in Psychology and Education,New Delhi---- Prentice Hall of India
4. Sarma,Mukul---Prarambhik Parisankhya bijnan aru Saikhik Parimapon
5. Goswami, Marami(2012)--- Measurement and Evaluation in Psychology and Education,Hyderabad,neelKamal Publication.
6. Saha,Kaberi(2012) Statistics in Education and Psychology, New Delhi,Asian Books Pvt. Ltd.

5th Semester

Paper Title: ABNORMAL PSYCHOLOGY

(MAJOR COURSE) Paper Code: EDNMAJ-304-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60=60L Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable Students to know about meaning and concept of abnormal psychology.
- To enable students to know about the process of adjustment and mental health and hygiene.
- To provide knowledge about various types of psychoneuroses and psychoses disorder.

Course Learning Outcomes:

After completion of this course learner will be able to:

- Discuss the Concept of Abnormal psychology.
- Develop the process of adjustment, mental health and hygiene.
- Understand about various mental disorder- psychoneuroses and psychoses.

UNIT - I: Abnormal Behaviour

Lectures=15

1. Meaning of abnormal behavior.
2. Popular beliefs and misconceptions of abnormal behavior.
3. Concept of abnormality.
4. Classification of the abnormal behavior.
5. General causes of abnormal behavior.

UNIT- II: Adjustment Process

Lectures=15

1. Meaning of adjustment process.

2. Concept of frustration and conflict.
3. Reaction to frustration.
4. Problems of personal adjustment.
5. Methods of adjustment.
6. Adjustment with self and situations prevailing at home, school and environment.

UNIT- III: Mental Health and Hygiene

Lectures=15

1. Concept of mental health and hygiene.
2. Mental health hazards.
3. Scope of mental hygiene.
4. Mental deficiency.
5. Anti -Social personalities and crime.

UNIT-IV: Psychoneurosis and Psychoses

Lectures=15

1. Meaning of psychoneurosis and psychoses.
2. Hysteria.
3. Anxiety.
4. Obsessive compulsive neurosis.
5. Phobias.
6. Manic depressive psychoses.
7. Psycho-therapy- hypnosis and psycho-analysis.

Suggested Readings:

1. S.K. Mangal: Abnormal Psychology
2. S.P. Chaube: Abnormal Psychology
3. James.D.Page: Abnormal Psychology.

5th Semester

Paper Title: Teacher Education

(MINOR COURSE) Paper Code: EDNMIN-301-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To acquaint the learner with the concept aims objectives, scope and development of teacher education in India.
- To provide knowledge about pre-service and in service teacher education, teacher education at different levels.
- To acquaint the learner with skill based and competency based teacher education.
- To develop understanding about professional ethics and accountability of teacher.

Course Learning Outcomes:

After completion of the course the students will be able to-

- Understand the concept, scope, aims & objectives and significance of teacher education.
- Develop knowledge about different levels of teacher education.
- Acquaint the learner with skilled based and competency based teacher education.
- Develop understanding about professional ethics and accountability of teacher.

UNIT I: Historical Perspectives of Teacher Education in India

Lectures= 15

1. Teacher Education- Concept, aims and scope.
2. Objective of teacher education.
3. History and development of teacher education in India.

UNIT II: Pre-service and In-service Teacher Education

Lectures= 15

1. Concept of pre-service and in-service teacher education.
2. Need and importance of in-service teacher education.
3. Problems of teacher education and suggestions or solution.
4. Teacher education for different levels of education- Pre-primary, primary, secondary.

UNIT III: Structure and Organisation for Teacher Education

Lectures= 15

1. District education for Education and Training (DIET).
2. State Council for Educational Research and Training (SCERT).
3. National Council for Teacher Education (NCTE).
4. National Council for Educational Research and Training (NCERT).
5. Central Institution of Educational Technology (CIET).

UNIT IV: Teacher Education in India- Trends, Issues, Quality and Challenges

Lectures= 15

1. Skill and Competency based Teacher Education.
2. Interaction analysis- Flanders Interaction Analysis.
3. Simulated Social Skill Training (SSST).
4. Quality Assurance in Teacher Education and its challenges.
5. Role expectations of teachers in twenty first century.

Suggested Readings:

1. Bhargava, M. And Saikia, L.Rasul- Teacher in 21st century- challenges, Responsibilities, Credibility, Agra, Rakhi Prakashan.
2. Flanders, Ned, A-Analysis Teacher Behaviour, London, Wesley Publishing Company.
3. Gurry,P- Education and Training of Teachers, London Longmans, Green and Company.
4. J.C. Aggarwal- Teacher and Education in a Developing Society, Vikas Publishing House Pvt, Ltd, New Delhi.
5. Sharma, Sashi Prava- Teacher Education- Principles, Theories and Practices, New Delhi, Kanishka Publishers.

6th Semester

Paper Title: CONTEMPORARY ISSUES IN INDIAN EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-305-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To develop the spirit of social and national integration.
- To develop skills and values for International Education.
- To understand the importance of value education and modernization for social and National integration.
- To increase productivity and accelerate the process of modernization.
- To gain knowledge about the Concept of Peace education.

Course Learning Outcomes:

After completion of the course the students will be able to-

- Discuss the recommendations of National Knowledge Commission on Higher Education.
- Explain National Education Policy (NEP) 2020 and its impact on higher education.
- Describe National Adult education programme (NAEP) 1978.
- Elaborate the concept of National literacy Mission (NLM) 1988.
- Identify the uses of Mass Media in Non formal and continuing education.

- Highlight the need and importance of peace education.
- State the relevance of peace education in National and International context.
- Enumerate teacher's role in promoting peace exercise.

UNIT -I: Elementary Education

Lectures= 15

1. Meaning, Aims and objectives, universalization of elementary education.
2. Girls education- problems of non - involvement and non-retention.
3. Constitutional provisions of Indian education in relation to Article 45.
4. Functions of DIET, SSA, DPEP, Operation Blackboard.
5. Wastage and Stagnation in elementary education- Causes and remedies.

UNIT -II: Secondary Education

Lectures= 15

1. Meaning, aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE.
2. Reports of Secondary Education commission 1952-53, National policies of Education- 1986, 2020 about Secondary Education and their implications.
3. Problems and remedial measures of secondary education.

UNIT -III: Higher Education

Lectures= 15

1. Concept and Objectives of higher education.
2. General and Technical Education.
3. Role and functions of-
 - a. UGC
 - b. All India Council for Technical education (AICTE)
 - c. National Council of Teacher Education(NCTE)
 - d. ICSSR
4. Recommendations of National Knowledge Commission on Higher Education.
5. National Education Policy (NEP) 2020 and its impact on higher education.

UNIT -IV: Alternative schooling and Modern Trends in Education

Lectures= 15

1. Non-formal education (NFE).
2. Adult education- Global and Indian context.
3. National Adult education programme (NAEP) 1978.
4. Use of Mass Media in Non formal and continuing education.
5. Concept, need and importance of peace education, Role of teacher in promoting peace in the society.

Suggested Readings:

1. Chaube S.P: History of Indian Education.

2. Agarwal S.: Historical perspective of Indian Education
3. Deka B.: History and Development of Indian Education
4. Das B.B & Bhuyan S.B: Emerging issues of Indian Education Ashok Book Stall, Gauhati-I
5. Pravat Kumar Dhal- Peace Education, Shipra publication.
6. Ambika Prasad Sharma- Peace education, Rakhi Prakashan publisher.
7. Lokanath Mishra-Peace education: A gender Perspective, Kalpaz publication

6th Semester

Paper Title: DEVELOPMENTAL PSYCHOLOGY

(MAJOR COURSE) Paper Code: EDNMAJ-306-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To make the students understand about the basic concepts relating to development.
- To gain knowledge about heredity and environment in the development of children.
- To understand the developmental aspects during Infancy, Childhood, and Adolescents.

Course Learning Outcomes:

After completion of this course the learner will be able to-

- Understand the basic concepts relating to development.
- Acquaint the students about heredity and environmental factors affecting child development.
- Understand and gain knowledge about infancy, childhood and adolescent period.

UNIT- I: Introduction to Developmental Psychology

Lectures= 15

1. Meaning, definition and scope of Developmental Psychology.
2. Different methods of Developmental Psychology.
3. Hereditary Factors- Pre-natal development and its importance.
4. Environmental factors and development.
5. Conditions affecting pre-natal development.

UNIT - II: Infancy

Lectures= 15

1. Meaning and Characteristics.

2. Developmental aspects during infancy.
 - a. Physical development
 - b. Cognitive development
 - c. Language development
 - d. Role of family in the development of infants.

UNIT - III: Development during Childhood

Lectures= 10

1. Emotional development- common emotional patterns during childhood.
2. Social development during early childhood, influence of family and school in the process of socialization.
3. Personality development- influence of school on personality development.

UNIT- IV: Adolescence Psychology

Lectures= 20

1. Need and importance of studying adolescence.
2. Characteristics of Adolescence.
3. Adolescence- age of transition.
4. Physical changes during adolescence.
5. Intellectual development during adolescence.
6. Adjustment problems and Juvenile Delinquency.

Suggested Readings:

1. Chaube.S.P. Development Psychology, New Delhi, Neel Kamal Publications Ltd.
2. Goswami. G. (2008): Child Development and Child care, Guwahati. Arun Prakasham.
3. Harlock. E.B: Child Development, Tata MC Graw Hill Publishing com.Ltd.
4. Thompson, G.G: Child Psychology, Bombay, The Times of India Press (Indian Reprint)

6th Semester

**Paper Title: PSYCHOLOGICAL PRACTICAL
(MAJOR COURSE) Paper Code: EDNMAJ-307-4**

PAPER CREDIT: 04(4P)

Total No. of Lectures: 60=60P Total Marks= 100 (P70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable the students to understand the concept of experimental psychology.
- To understand the method of conducting various psychological experiments and tests.

- To develop scientific attitude amongst students.

Course Learning Outcome:

After completion of this course the learner will be able to-

- Understand psychological experiment and its uses.
- Develop the level of understanding memory, attention, interest, learning capacity and also the imagination power of the individual.
- Apply psychological experiments in teaching-learning process and in research.

Guidelines:

1. The students will be required to perform at least 12 psychological practical.
2. The students will be required to perform at least 6 psychological practical with apparatus and 6 psychological practical without apparatus.
3. The students will be required to draw Human Brain, Eye, Ear and Glands.
4. The students will have to prepare three note Books:
 - A. One for psychological practical with apparatus.
 - B. One for psychological practical without apparatus.
 - C. One for Physiological Drawing.
5. Marks for practical examination will be distributed as:
 - A. Psychological Practical without Apparatus=20
 - B. Psychological Practical with Apparatus=20
 - C. Physiological drawing=10
 - D. Viva-voce=20
 - E. Note Book=10
 - F. Internal Assessment = 20
6. Persons involved:
 - A. External Examiner (one)
 - B. Internal Examiner (one)
 - C. Invigilators(According to teacher- student ratio)

A. Psychological Practical without Apparatus

Lectures+ Practical=

19+6

1. Memory- Recall and Recognition.
2. Span of Memory through sensible words and non-sense syllables.
3. Attention- Division of Attention.
4. Learning- Whole versus Part Learning.
5. Imagination- Ink Blot Test.
6. Association- Free Association versus Controlled Association.
7. Motivation- Knowledge of result on performance.
8. Personality- Personality test for introversion and extroversion.

B. Psychological Practical with Apparatus

Lectures+ Practical=

19+6

1. Learning- Trial and error, Bilateral transfer of learning (Mirror Drawing Apparatus).
2. Learning- Maze learning (Punch Board Maze, Human maze, finger maze).
3. Memory-Retro-active Inhibition, Pro-active Inhibition, Recall and Recognition (Memory Drum).
4. Attention- Span of Attention, Span of Apprehension (Tachistoscope).
5. Attention- Division of attention (Division of attention Board).
6. Intelligence- Kohs block design test (Kohs Block).

C. Physiological Drawing

Lectures+ Practical=

6+4

1. Human Brain
2. Receptors- Eye and Ear
3. Effectors-Endocrine Gland

Suggested Readings:

1. Mohsin S M (1998):Experiments in Psychology. Motilal Banarsidass, Delhi.
2. Saikia, L R: Psychological and Statistical Experiment in Education, Guwahati.
3. Das, P C: Experiment and measurement in Education and Psychology, Guwahati, ABD
4. Meguigam, F J: Experimental Psychology, New Delhi, Prentice Hall of India.
5. Fox, Charle-:A Text Book of Practical Psychology, New Delhi, Akansha Publishing House

6th Semester

Paper Title: SPECIAL EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-308-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To help the students to understand the meaning and importance of special education.
- To acquaint the students with the different government policies and legislation regarding persons with disabilities.
- To familiarise the students with the different types of special children with their behavioural characteristics.

- To enable the students to know about the different issues, education provisions and support services of special education.

Course Learning Outcomes:

After completion of this course the learner will be able to-

- Show competence through demonstrating content knowledge regarding the principles of behaviour.
- Apply qualities of servant leadership by interacting and collaborating with colleagues and families of the individuals they serve while showing respect.
- Demonstrate appropriate dispositional qualities by reflecting and evaluating decisions and actions to be sure that they are the most appropriate and beneficial to meet the needs of the individuals served demonstrate professional behaviours in applied settings.
- Show competence through displaying knowledge of special education law and components of individualized education plans with the ability to create relevant functional objective.

UNIT-I: Special Education

Lectures=15

1. Meaning, scope and objectives.
2. Basic principles of special education.
3. Importance of special education.
4. Development of Special Education with special reference to India.

UNIT-II: Government Policies, Programmes and Special Education

Lectures=15

1. National Policy on Education, 1986.
2. The integrated Education Scheme 1992 for the mildly challenged.
3. Human rights as per the UN standard rules 1994.
4. The person With Disabilities (PWD) act 1995.
5. Community Based Rehabilitation- Definition, need and Implementation Process.

UNIT-III: Physically Challenged and Mentally Retarded Children

Lectures=15

1. Physically Challenged Child- Meaning, Definition, Types and Psychological Characteristics.
2. Mentally Retarded- Meaning, Definition, Types and Psychological Characteristics.
3. Educational programme of Physically Challenged and mentally retarded Children.

UNIT-IV: Children with Learning Disability and Emotionally Disturbed Child

Lectures=15

1. Children with learning Disability- Concept and Types.
2. Psychological and behavioural Characteristics.
3. Educational Programme.

4. Emotionally disturbed Child- Concept and Types.

Suggested Readings:

1. Bhargava, M. Exceptional Children, Agra. H.P. Bhargava Book House
2. Chapman, E.K. Visually Handicapped Children and Young People, London, Routledge and Kegan Paul.
3. Kotwal, P. Special Education, Delhi, Authors Press
4. Mangal, S.K. Educating Exceptional Children- An introduction to Special Education, New Delhi, PHI Pvt, Ltd.
5. Kar, Chintamani. Exceptional Children- Their Psychology and Education, New Delhi, Sterling Publishing Pvt. Ltd.

6th Semester

Paper Title: CONTEMPORARY ISSUES IN INDIAN EDUCATION

(MINOR COURSE) Paper Code: EDNMIN-302-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To develop the spirit of social and national integration.
- To develop skills and values for International Education.
- To understand the importance of value education and modernization for social and National integration.
- To increase productivity and accelerate the process of modernization.
- To gain knowledge about the Concept of Peace education.

Course Learning Outcomes:

After completion of the course the students will be able to-

- Discuss the recommendations of National Knowledge Commission on Higher Education.
- Explain National Education Policy (NEP) 2020 and its impact on higher education.
- Describe National Adult education programme (NAEP) 1978.
- Elaborate the concept of National literacy Mission (NLM) 1988.
- Identify the uses of Mass Media in Non formal and continuing education.
- Highlight the need and importance of peace education.
- State the relevance of peace education in National and International context.

- Enumerate teacher's role in promoting peace exercise.

UNIT -I: Elementary Education

Lectures=10

1. Elementary education- Aims and objectives, universalization of elementary education, girls education, problems of non - involvement and non-retention.
2. Constitutional provisions of Indian education.
3. Functions of DIET, SSA, DPEP, Operation Blackboard.

UNIT -II: Secondary Education

Lectures=15

1. Secondary Education - aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE.
2. Reports of committees / commission since Independence.- National policies of Education- Their implication.
3. Problems and remedial measures of secondary education.

UNIT -III: Higher Education

Lectures=15

1. General and Technical Education.
2. Types of Universities.
3. Role and functions of:
 - a. UGC
 - b. All India Council for Technical education (AICTE)
 - c. National Council of Teacher Education(NCTE)
4. Recommendations of National Knowledge Commission on Higher Education.
5. National Education Policy (NEP) 2020 impact on higher education.

UNIT -IV: Alternative schooling and Modern Trends in Education

Lectures=20

1. Non-formal education (NFE).
2. Adult education- Global and Indian context.
3. National Adult education programme (NAEP) 1978.
4. National literacy Mission (NLM) 1988.
5. Use of Mass Media in Non formal and continuing education.
6. Concept of Peace education.
7. Need and importance of peace education.
8. Relevance of peace education in National and International context.
9. Teacher's role in promoting peace exercise.

Suggested Readings:

1. Chaube S.P: History of Indian Education.
2. Agarwal S.: Historical perspective of Indian Education

3. Deka B.: History and Development of Indian Education
4. Das B.B & Bhuyan S.B: Emerging issues of Indian Education Ashok Book Stall, Gauhati-I

7th Semester

Paper Title: EDUCATIONAL THOUGHT AND PRACTICE

(MAJOR COURSE) Paper Code: EDNMAJ-401-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand philosophy of different thinkers and their contribution to present educational thought.
- To learn about the views of the Indian and western philosophers on different field of education.

Course Learning outcomes:

On successful completion of this course students will be able to:

- Understand the relationship of philosophy and education.
- Understand the significant contribution of great philosophers in the field of education and utility of their views and inventions in present day life.

UNIT-I: Srimanta Sankardeva and Gurudeva Kalicharan Brahma

Lectures=20

1. Srimanta Sankardeva
 - a. Life sketch and philosophy of life.
 - b. Views of Sankardeva on Education and practices.
 - c. Educational system of Satras and Namgharas and their relevance in modern era.
2. Gurudeva Kalicharan Brahma
 - a. Life sketch and philosophy of life.
 - b. His contribution in the field of education.
 - c. Role as a social and religious reformer.

UNIT--II: Mahatma Gandhi and Rabindranath Tagore

Lectures=20

1. Life sketch of Mahatma Gandhi, His Philosophy of life.
2. Gandhi's Educational Philosophy.
3. Gandhi's significant contribution to education with special reference to- Aims, Curriculum, Methods of teaching, Basic education, Value education.

4. Life sketch of Rabindranath Tagore, His philosophy of life.
5. Tagore's view on Education and International relationship.
6. Tagore's significant contribution to education with special reference to- Aims, Skill based education, value education and Role of teachers in education.

UNIT-III: A.P.J.Abdul Kalam

Lectures=10

1. Life Sketch and philosophy of life.
2. Views of Kalam on educational philosophy and practices.
3. Kalam's Education Model for the 21st Century.

UNIT-IV: Rousseau and John Henrich Pestalozzi

Lectures=10

1. Life sketch of Rousseau and philosophy of life.
2. Educational philosophy and His contribution to - Stages of Human Development, Aims, Curriculum, teaching Methods and Role of teachers.
3. Life sketch of Pestalozzi, His philosophy of life.
4. Educational philosophy and His Significant contribution to education- Aims, Curriculum, Methods of Teaching and Role of teachers.

Suggested Readings:

1. Mukherjee, K. K.—Some Great Educators
2. Rusk, R. Doctrine of Great Educators, Mc. Millian
3. Chaube, S.P.- Ideals of the Great Western Educators- Nilkamal Publications.
4. Gaswami, M. K.- Educational Thought and Essays, New Delhi, Asian Book Pvt. Ltd.
5. Bezbarua, L. (2004). Mahapurush Sri Sankardev aru Sri Madhavdev. Guwahati: Jyoti Prakashan
6. Abdul Kalam, A.P.J. (1998). India 2020, Avision for the New Millennium, Penguin Books India Ltd.
7. Dr. Chitum Basumatary. Kalicharan Brahma and his vision.
8. Kumud Ranjan Basumatary. Socio-Political awakening of the BODOS Contribution of Gurudev Kalicharan Brahma, OCCAM ACADEMIC PRESS(1 JANUARY 2021)

7th Semester

Paper Title: HUMAN RIGHT EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-402-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To know the meaning, definition, nature, scope and constitutional perspectives of Human Rights.
- To know the principles and curriculum of human rights education at different levels of Education.
- To know the role of United Nations on human rights.
- To know the different agencies for human rights education.
- To know about different Marginalized Sections.

Course Learning Outcomes:

On successful completion of this course students will be able to:

- Understand the concept and principles of human rights education and its different level of education.
- Know the protective measures from different violence.
- Understand the role of UN, UNESCO, NGO and Mass Media.
- Understand different marginalized section and human rights.

UNIT-I: Human Rights and education

Lectures=15

1. Concept, Nature and Scope of Human Rights.
2. Concept, Objectives and principles of Human Rights Education.
3. Importance of Human Rights Education in India.
4. Relation between Human rights and duties.
5. Methods and Activities of Teaching Human Rights.

UNIT-II: Violation of Human Rights and dealing with the consequences

Lectures=15

1. Role of National Commissions for Protection of Child Rights (NCPCR).
2. Societal:
 - a. Violence against women: Causes, Consequences and Protection.
 - b. Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse).
3. Political :
 - a. Terrorism- concept, types, causes, consequences and measures.
 - b. Regionalism- causes, consequences and measures.

UNIT –III: Human rights and United Nations

Lectures=15

1. UN and Promotion and Protection of Human Rights.

2. Universal Declaration of Human Rights (1948) by UN.
3. Human Rights and Indian Constitution.
4. Fundamental Rights in Constitution of India.

UNIT-IV: Agencies of Human Rights Education and Marginalized Sections

Lectures=15

1. Role of UNESCO.
2. Role of National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC).
3. Role of NGO's.
4. Human Rights related to
 - a. Racial discrimination
 - b. Aged
 - c. Differently Abled
 - d. Transgender

Suggested Readings:

1. Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency.
2. Kaur, Manjit (2008), Teaching of Human Rights. New Delhi: A.P.H. publishing corporation.
3. Chand, Jagdish (2007). Education for Human Rights. New Delhi: Anashah Publishing House.
4. Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications.
5. Naseema, C. (2008). Human Rights Education Theory and Practice. New Delhi: Shipra Publications.
6. Gogoi, Purandar (2004) , Manab Adhikar. Gauhati: Banalata.
7. Reddy & Others (2015). Human Rights Education. Hyderabad: Neelkamal Publications Pvt. Ltd

7th Semester

Paper Title: Child Psychology

(MAJOR COURSE) Paper Code: EDNMAJ-403-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable the students to understand the importance of child psychology and the need of guidance for child development.
- To have an understanding about children and new insight about them.
- To develop a sensitivity towards the needs and rights of children.

- To understand the importance of play in child development.

Course Learning Outcomes:

On completion of the Course, students will be able to:

- Explain the significance of a study of childhood.
- Describe the developmental changes of childhood.
- Summarize the effect of family dynamics on child development.
- Explain the significance of the role of society in monitoring and guiding young children in their proper development.

UNIT- I: Historical Development of Child Psychology

Lectures=15

1. Meaning, Nature and Scope of Child Psychology.
2. Historical perspective of development of knowledge of child Psychology.
3. Methods used in Child Psychology.
4. Significance of Child Psychology.

UNIT- II: Pre-Natal, Post Natal and Infancy Period

Lectures=10

1. Pre-natal, neo-natal & post - natal- Growth and Development.
2. Development patterns during Infancy
 - a. Physical
 - b. Mental
 - c. Emotional
 - d. Language

UNIT- III: Development and Childhood problems

Lectures=20

1. Physical Development.
2. Intellectual Development.
3. Social Development.
4. Socialization during early childhood.
5. Behaviors and adjustment problems (anger, aggression, truancy).
6. Social adjustment problems (Shyness, hesitation, jealousy).
7. Role of education in prevention & correction.

UNIT -IV: Factors Affecting Child Development

Lectures=15

1. Home- Parental Attitude towards a child, Acceptance & Rejection, Problems of children of working mothers.
2. School- Peer-group influences, Teacher and taught relations, School environment, Effects of reward and punishment.

3. Society- Influence of mass media-Newspaper, TV, Computer, Internet.

Suggested Readings:

1. Chaube, S.P. Child Psychology, Lakshmi Narayan Agarwal, Educational Publishers Agra
2. Chauhan, S.S Advanced Educational Psychology, Vikas Publishing House, New Delhi
3. Goswami,G. Child Development and Child Care, Arun Prakashan, Guwahati
4. Kale. S.V. Child Psychology & Child Guidance, Himalaya Publishing House , Mumbai
5. Kumar, L.N. Development Psychology, Agarwal Educational Publishers,Agra
6. Thompson, G. Child Psychology, 2nd Edition, Surajeet Publication,1981

7th Semester

Paper Title: DISTANCE AND CONTINUING EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-404-4 (Opt)

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the concept, objectives, scope and significance of distance and continuing education.
- To understand different aspects of continuing and distance education.
- To understand the ICT and learner support services in distance education.
- To understand the problems and prospect of distance education.
- To know the role of distance and continuing education in Community development.

Course Learning Outcomes:

On successful completion of this course, students will be able to:

- Understand the meaning and definition of distance, continuing education and its characteristics.
- Learn about different types and aspects of distance and continuing education.
- Understand the role mass media in continuing education.
- Develop an understanding about open education.

UNIT-I: Distance Education

Lectures=15

1. Meaning, definition, growth of distance education.
2. Characteristics of distance education.

3. Different agencies for distance education.
4. Need of distance education.

UNIT-II: Continuing Education

Lectures=15

1. Meaning, Nature, scope and objectives of continuing education.
2. Functions of Continuing education.
3. Significance of Continuing education.
4. Different aspect of continuing education.
5. Different agencies of Continuing education.

UNIT - III: ICT and Learner Support services in Distance education

Lectures=15

1. Application of ICT in distance education.
2. E-learning, Blended learning, OER, MOOCs.
3. Meaning of learner Support Services and different learner support services.
4. SLM, E-Bidya.

UNIT-IV: Open Education and Community development in Distance education

Lectures=15

1. Meaning, Objectives, characteristics and Types of open education.
2. Meaning and development of Adult education in India.
3. Open University, Correspondence courses, Role of open universities in continuing education.
4. Role of Mass Media in continuing education.
5. Distance education for rural development, women empowerment, and professional development.
6. Problems and prospects of distance education.

Suggested Readings:

1. Chandra, Dr. Soti Shivendra (2005). Adult and Non-Formal Education. Delhi: Surajeet Publications.
2. Das, Dr. Lakshahira (1999). Adult Continuing Education. Guwahati: Amrita Prakashan.
3. Mohanty, S. (2012). Lifelong and Adult Education. New Delhi: APH Publishing House.
4. Novak. K & T.R. Catlin.(2021).UDL and Blended Learning.
5. H.P.Robert, Global demand for Borderless online Degrees, Published by IGI Global.
6. H.Caroline & D.Richard (1651).Distance learning and University effectiveness.Published by information science publishing.

7th Semester

Paper Title: RESEARCH METHODOLOGY

(RESEARCH METHODOLOGY COURSE) Paper Code: EDNREM-404-4 (Opt)

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand the techniques and tools to be employed in completing a research project.
- To learn and practice the literature survey aspects of project.
- To improve the research presentation skills with latest tools.
- To solve and analyse data and results.
- To conduct research in a systematic way.

Course learning outcomes:

On successful completion of this course, students will be able to:

- Demonstrate the ability to choose methods appropriate to research, aims and objectives.
- Prepare report writing and framing research proposal.
- Understand the limitations of particular research methods.
- Develop skills in qualitative and quantitative data analysis and presentations.
- Develop advanced critical thinking skills.

UNIT- I: Basic Concept of educational Research

Lectures=15

1. Meaning, nature and significance of Research in Education.
2. Qualitative and Quantitative Research in Education.
3. Types of Educational Research- Fundamental, Applied and Action Research.
4. Methods of Educational Research- Historical, Descriptive and Experimental Research.

UNIT- II: Research problems and Hypothesis

Lectures=15

1. The sources of problems.
2. Criteria of a good research problem.
3. Common errors in selecting and formulating research problem.
4. Review of related literatures- its importance.
5. Hypothesis- Meaning, need and importance.
6. Characteristics of Valid Hypothesis.

UNIT -III: Data collection, Population and Sample

Lectures=15

1. Sources of Data collection- Primary and Secondary data.
2. Concept of Population and sample.
3. Methods of sampling- Probability and Non-Probability Sample.

4. Characteristics of good sample.
5. Purpose of sampling.

UNIT- IV: Tools and preparation of Research Synopsis

Lectures=15

1. Tools used in educational Research- Observation, interview, Questionnaire, Psychological Test, Rating and Attitude scale (Likert and Thurstone).
2. Preparation of a Research Synopsis
 - a. Selection of the topic of research
 - b. Steps involved in preparing a research proposal
 - c. The research report

Suggested Readings:

1. K.Sidhu kulbir singh. Methodology of Research in Education. Sterling publishers pvt limited.
2. Best W. John Kahn V. James. Research in Education. Prentice hall of India pvt limited New Delhi.
3. Ghosh chaitali and Singh. Research Methodology .Mamtesh Rastogi Publication.
4. Deepak Chawla & Neena sondhi. Research Methodology
5. Dr. Birendra Deka. Action Research
6. Dr. Kirti Gupta. Research Methodology .Nirali Prakashan.

7th Semester

Paper Title: EDUCATIONAL THOUGHT AND PRACTICE

(MINOR COURSE) Paper Code: EDNMIN-401-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand philosophy of different thinkers and their contribution to present educational thought.
- To learn about the views of the Indian and western philosophers on different field of education.

Course Learning Outcomes:

On successful completion of this course students will be able to:

- Understand the relationship of philosophy and education.

- Understand the significant contribution of great philosophers in the field of education and utility of their views and inventions in present day life.

Unit--I: Mahatma Gandhi

Lectures=15

1. Life sketch of Mahatma Gandhi, His Philosophy.
2. Gandhi's contribution to National Movement.
3. Gandhi's Educational Philosophy.
4. Gandhi's significant contribution to education with special reference to- Aims, Curriculum, Methods of teaching, Basic education, Vocational education, Skill based education, Value education, Education through mother tongue.

Unit-II: Rabindranath Tagore

Lectures=15

1. Life sketch of Rabindranath Tagore, His philosophy of life.
2. Tagore's view on Education and International relationship.
3. Tagore's significant contribution to education with special reference to- Aims, Curriculum, Educational environment, Discipline in education, Vocational education, Skill based education, value education and Role of teachers in education.

Unit-III: Rousseau

Lectures=15

1. Life sketch of Rousseau, His philosophy of life.
2. Educational philosophy and His significant contribution to educational with special reference to- Stages of Human Development, Aims, Curriculum, teaching Methods, Discipline in education and Role of teachers.

Unit-IV: John Henrich Pestalozzi

Lectures=15

1. Life sketch of Pestalozzi, His philosophy of life.
2. Pestalozzi's contribution to Educational Psychology.
3. Educational philosophy and His Significant contribution to education- Aims, Curriculum, Methods of Teaching and Role of teachers.

Suggested Readings:

1. Mukherjee, K. K.—Some Great Educators
2. Rusk, R. Doctrine of Great Educators, Mc. Millian
3. Chaube, S.P.- Ideals of the Great Western Educators- Nilkamal Publications.
4. Gaswami, M. K.- Educational Thought and Essays, New Delhi, Asian Book Pvt. Ltd.

8th Semester

Paper Title: HIGHER EDUCATION IN INDIA

(MAJORCOURSE) Paper Code: EDNMAJ-405-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the concept of higher education and its condition in pre and post-independence period.
- To understand the structure and importance of higher education in India.
- To know about different committees of higher education.
- To understand the quality assurance of higher education.
- To understand the problems and measures to overcome it.

Course Learning Outcomes:

On successful completion of this course students will be able to:

- Understand the concept of higher education and trace the history of higher education in India.
- Discuss professional ethics and moral values of education.
- Explain Governance system of higher education and its problems and remedies.

UNIT- I: Introduction to Higher Education in India

Lectures=15

1. Concept and Objectives of Higher Education in India.
2. Importance of Higher Education in present Context.
3. Development of Higher education in India.
4. Problems and remedies of Higher Education in India.

UNIT-II: Management of Higher Education

Lectures=15

1. UGC
2. RUSA
3. AIU
4. AICTE
5. CSIR
6. ICSSR
7. ICAR

UNIT -III: Quality Assurance in Higher Education

Lectures=15

1. Concept, objectives and importance of quality assurance in higher education.
2. Role of ICT in quality assurance in higher education.
3. Dimensions of Quality in higher education-Performance, Features, Reliability, Conformance, Durability, Serviceability, Aesthetic, Perceived quality.
4. Role of NAAC for quality assurance in higher education.

UNIT-IV: Professional Ethics and Value Education

Lectures=15

1. Professional ethics-Objectives, types and measures to improve professional ethics.
2. Values and Ethics in Education.

3. Causes of Ethical Deterioration in Indian Higher Education System.
4. Value education: Challenges and way ahead.

Suggested Readings:

1. Deka.B. (2014), Higher Education in India, Development and problems, Published by Atlantic Publication.
2. Deshpandey,H.V.(2020), Higher Education in India: New Perceptions and Perspectives, Published by Notion Press.
3. Agarwal.J.C.(2010), Landmarks in the History of Modern Indian Education.S.Chand Publication.
4. Rawat.P.L (2019),History of Indian Education, Ramprashad Publication.
5. Rathore.M.S,Foundation Course on NAAC accreditation.
6. Shreeve.A & Orr.S (2019) Art and design pedagogy in Higher Education: Knowledge, Values and Ambiguity in the Creative Curriculum. Routledge publications.

8th Semester

Paper Title: SPECIAL EDUCATION

(MINOR COURSE) Paper Code: EDNMIN-402-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To help the students to understand the meaning and importance of special education.
- To acquaint the students with the different government policies and legislation regarding persons with disabilities.
- To familiarise the students with the different types of special children with their behavioural characteristics.
- To enable the students to know about the different issues, education provisions and support services of special education.

Course Learning Outcomes:

After completion of this course the learner will be able to-

- Show competence through demonstrating content knowledge regarding the principles of behaviour.
- Apply qualities of servant leadership by interacting and collaborating with colleagues and families of the individuals they serve while showing respect.

- Demonstrate appropriate dispositional qualities by reflecting and evaluating decisions and actions to be sure that they are the most appropriate and beneficial to meet the needs of the individuals served demonstrate professional behaviours in applied settings.
- Show competence through displaying knowledge of special education law and components of individualized education plans with the ability to create relevant functional objective.

UNIT-I: Special Education

Lectures=15

1. Meaning, scope and objectives.
2. Basic principles of special education.
3. Importance of special education.
4. Development of Special Education with special reference to India.

UNIT-II: Government Policies, Programmes and Special Education

Lectures=15

1. National Policy on Education, 1986.
2. The integrated Education Scheme 1992 for the mildly challenged.
3. Human rights as per the UN standard rules 1994.
4. The person With Disabilities (PWD) act 1995.
5. Community Based Rehabilitation- Definition, need and Implementation Process.

UNIT-III: Physically Challenged and Mentally Retarded Children

Lectures=15

1. Physically Challenged Child- Meaning, Definition, Types and Psychological Characteristics.
2. Mentally Retarded- Meaning, Definition, Types and Psychological Characteristics.
3. Educational programme of Physically Challenged and mentally retarded Children.

UNIT-IV: Children with Learning Disability and Emotionally Disturbed Child

Lectures=15

1. Children with learning Disability- Concept and Types.
2. Psychological and behavioural Characteristics.
3. Educational Programme.
4. Emotionally disturbed Child- Concept and Types.

Suggested Readings:

1. Bhargava, M. Exceptional Children, Agra. H.P. Bhargava Book House
2. Chapman, E.K. Visually Handicapped Children and Young People, London, Routledge and Kegan Paul.
3. Kotwal, P. Special Education, Delhi, Authors Press
4. Mangal, S.K. Educating Exceptional Children- An introduction to Special Education, New Delhi, PHI Pvt, Ltd.
5. Kar, Chintamani. Exceptional Children- Their Psychology and Education, New Delhi, Sterling Publishing Pvt. Ltd.

8th Semester

Paper Title: DISSERTATION

(RESEARCH PROJECT) Paper Code: EDNREP-401-12(Opt)

PAPER CREDIT: 12P

Total No. of Lectures=180(60L+20T+100P)

Total Marks= 300 (P250+IA50)

All the Units carry equal Marks

Course Objectives:

- To facilitate student to carry out extensive research and development project or technical project at place of work through problem and gap identification.
- Develop methodology for problem solving, interpretation of findings, presentations of result and discussion of findings in context of national and international research.
- To display the knowledge and capability required for independent work.
- To provide a capacity to learn continually and interact with multidisciplinary group.
- To provide innovative methods and techniques to solve research problem.

Course Learning Outcomes:

On successful completion of this course students will be able to:

- Gain in-depth knowledge and use adequate methods in the field of study.
- Create, analyse and critically evaluate different research solutions.
- Clearly present and discuss the conclusions as well as the knowledge and arguments that form the basis for these findings.
- Identify the issues that must be addressed within the frame work of the specific dissertation in order to take into consideration.
- State research questions.
- Identify literature for review.
- Critically analyse and evaluate the knowledge and understanding in relation to the agreed area of study.

Guidelines:

1. Each student has to complete one dissertation related to any area having educational significance.
2. Dissertation will be evaluated by Internal and External Examiners jointly through viva-voce test.
3. Throughout the paper, students need to apply the following APA format guidelines:
 - Set page margins to 1inch on all sides.

- Double –space all text, including headings.
 - Indent the first line of every paragraph 0.5 inches.
 - Use an accessible font i.e. Times New Roman 12pt.
 - Include a page number on every page.
 - Follow 7th Edition APA reference style.
4. Dissertation will contain minimum of five chapters.
 5. Each student is required to prepare a synopsis before writing the main paper and do the presentation.
 6. Plagiarism Report is mandatory for each student.
 7. The format of the synopsis:
 - Selection of the Topic
 - Introduction
 - Review of related literature
 - The study area
 - Significance of the study
 - Statement of the problem
 - Objectives of the study
 - Delimitation of the study
 - Operational definitions of the terms
 - Methodology of the study
 - Tentative chapterisation
 - Reference
 8. Marks Distribution:
 - a. Internal Assessment (50 Marks):
 - Synopsis presentation: 30 Marks
 - Library Works: 10 Marks
 - Attendance: 10 Marks
 - b. External Assessment (250 Marks):
 - Dissertation Report: 200 Marks
 - Viva Voce: 50 Marks

Suggested Readings:

1. Best, J.W. (1981). Research in Education, New Delhi: Prentice Hall.
2. Garrett,H.E.(1978). Statistics in Education and Psychology. Bombay:Vakils’
3. Kaul, L.(2000). Methodology of Educational Research: New Delhi :Vikas Publishing House.

8th Semester

Paper Title: EDUCATION AND WOMEN EMPOWERMENT

(ADVANCE LEARNING COURSE) Paper Code: EDNADL-401-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To develop the knowledge of student about the changing role of women in India.
- To understand gender discrimination in Indian Society.
- To make the students understand women empowerment.
- To develop an awareness and sensitivity towards women.

Course Learning Outcomes:

On successful completion of this course students will be able to:

- Know the changing role of women in India.
- Understand gender discrimination in Indian Society.
- Understand the constitutional provision for women and their rights.
- Gain knowledge about women empowerment.
- Develop an awareness and sensitivity towards women.

UNIT- I: Status and role of Women

Lectures=15

1. Status of women in ancient and medieval India.
2. Role of women in freedom movement.
3. Role of women in family and society.
4. Women's health and related issues.

UNIT- II: Constitutional provision and Rights of Women

Lectures=15

1. Constitutional provision for equality of women (Educational and Legal provisions).
2. National Policy on Education (1986) on women education.
3. National Council for Women Education.
4. Property Right.
5. National Policy for Empowerment of Women, 2001.

UNIT - III: Women Empowerment

Lectures=15

1. Concept and importance of women empowerment.
2. Types of Women Empowerment- Economic, political, Educational, Legal.
3. Women entrepreneurship.
4. Barriers of Women Empowerment and its solutions.
5. Role of Education in Women Empowerment.

UNIT - IV: Women and Education

Lectures=15

1. Women employment in general and professional education.
2. Gender inequalities in family and society.
3. Women in higher education and problems.
4. Women education for Socio-Economic development.
5. Role of Various women organizations.

Suggested Readings:

1. Bhatia, R.L & Ahuja, B.N. (2006). Modern Indian Education and its Problem, Surjeet Publications, Delhi India.
2. Agarwal, N. (1993). Women Education & population in India. Chaugh Publications, Allahbad
3. Aggarwal J.C.(1976). Indian Women: Education and Status, Arya Book Depot, New Delhi
4. Bhatt B.D & Sharma S.R (1992). Women's Education and Social Development, Kanishka publishing House, Delhi.

8th Semester

Paper Title: RURAL EDUCATION IN INDIA

(ADVANCE LEARNING COURSE) Paper Code: EDNADL-402-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand the concept and strategies of rural development.
- To understand the importance of rural education.
- To know the government efforts for Rural Education.
- To gain knowledge about Professional social work.

Course Learning Outcomes:

On successful completion of this course students will be able to:

- Discuss the approaches to Rural Development in India.
- Identify the purposes and uses of Digital Initiatives in India.
- Describe the Primary and secondary family welfare in India.
- Apply the uses of ICT's for Rural Development in India.

UNIT- I: Rural Development

Lectures=15

1. Rural Education: Meaning, nature, scope and goals.
2. Strategies of Rural Development.
3. Need and importance of Rural Development.

UNIT- II: Government initiatives for rural education

Lectures=15

1. Schemes: Jahawar Navodaya Vidyalaya, Eklavya Model Residential School (EMRS), Samagra Shiksha , Shiksha karmi , Kasturba Gandhi Balika Vidyalaya project and its contribution towards Rural Development.
2. Digital initiatives: SWAYAM, SWAYAM PRABHA , MOOCs, PATHSHALA, DIKSHA, National Digital Library (NDL).

UNIT- III: Approaches and Professional Social work for Rural Development

Lectures=15

1. Approaches to Rural Development in India -Broad Front Approach, Sectoral approach, participatory approach, area approach and target group approach.
2. Professional social work: Meaning, definition, objectives and nature.
3. Steps of social work.
4. Government schemes for rural development.

UNIT -IV: ICT in Rural Development

Lectures=15

1. ICT in Education: meaning, nature and scope.
2. Role of ICTs for Rural Development in India.
3. Strength and weakness of ICT's in Rural India.
4. Applications of ICT's for Rural Development in India.

Suggested Readings:

1. Laxman and Morayan- Rural development in India.
2. K. Venkata Reddy-Rural Development in India - poverty and Development.
3. Archana Gour- Integrated Rural Area Development.

8th Semester

Paper Title: COMPARATIVE EDUCATION

(ADVANCE LEARNING COURSE) Paper Code: EDNADL-403-4

PAPER CREDIT: 04(4T)

Total No. of Lectures: 60= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

1. To gather knowledge about comparative Education.

2. To understand and develop knowledge about the national System of Education.
3. To understand and develop knowledge about the education system of different countries.
4. To make a comparative study about the Education system of different areas.

Course Learning Outcomes:

After completion of the course the students will be able to:

1. Compare education by presenting its historical roots.
2. Discuss the types of education in different countries.
3. Understand comparative education purposes, relevance and key challenges today.

UNIT-I: Comparative Education

Lectures= 15

1. Meaning, scope, purpose of Comparative Education.
2. Methods of Comparative Education.
3. Determinants of National system of Education.
4. Problems of education in the world.

UNIT- II: Education System in U.K

Lectures= 15

1. National Educational System of England.
2. Pattern of Administration, Primary Education, Secondary Education, Higher education and Teacher Education.

UNIT-III: Education System in Japan

Lectures= 15

1. National Educational System of Japan.
2. Pattern of Administration, Primary Education, Secondary Education, Higher education and Teacher Education.

UNIT-IV: Education System in USA

Lectures= 15

1. National Educational System of USA.
2. Pattern of Administration, Primary Education, Secondary Education, Higher education and Teacher Education.

Suggested Readings:

1. Chaube S.P, Comparative Education. Vikash Publication House Pvt Limited.
 2. Sharma R.A, Comparative Education, R.Lall Book Depot.
 3. Briggs,T.H, Secondary Education, Macmillan,1950
 4. Conant, J.B, Education and Library, The New American Library, New York, 1952
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